THE GRANDMOTHER TERM 2 WEEK 1 – 10 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6.

TERM TWO KG ONE TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for KG 1 $\,$ Term 2 $\,$

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1 & 2	K1.3.	K1.3.1.	K1.3.1.1	K1.3.1.1.1	Poster/ cut out
	VALUES AND	OUR FAMILY		K1.3.1.1.2	picture.
	BELIEFS	VALUES		K1.3.1.1.3	Cut out shapes,
				K1.3.1.1.4	big books,
				K1.3.1.1.5	counters, crayons
				K1.3.1.1.6	
				K1.3.1.1.7	
3	K1.3.		K1. 3.1.1	K1. 3.2.1.1	Poster/ cut out
	VALUES AND	MY CULTURAL		K1.3.2.1.2	picture.
	BELIEFS	VALUES		K1.3.2.1.3	Cut out shapes,
				K1.3.2.1.4	big books,
				K1.3.2.1.5	counters, crayons
4	K1.3.	K1.3.3.		K1.3.3.1.1	Poster/ cut out
	VALUES AND	OUR RELIGIOUS	K1.3.3.1.	K1.3.3.1.2	picture.
	BELIEFS	VALUES		K1.3.3.1.3	Cut out shapes,
				K1.3.3.1.4	big books,
				K1.3.3.1.5	counters, crayons
				K1.3.3.1.6	
5 & 6	K1.3.	K1.3.4.	K1.3.4.1.	K1.3.4.1.1	Poster/ cut out
	VALUES AND	OUR BELIEFS		K1.3.4.1.2	picture.
	BELIEFS			K1.3.4.1.3	Cut out shapes,
				K1.3.4.1.4	big books,
				K1.3.4.1.5	counters, crayons
7	K1.4.	K1.4.1.	K1.4.1.1.	K1.4.1.1.1	Poster/ cut out
	MY LOCAL	KNOWING THE		K1.4.1.1.2	picture
	COMMUNITY	SPECIAL		K1.4.1.1.3	Cut out shapes,
		PLACES IN MY		K1.4.1.1.4	big books,
		LOCAL		K1.4.1.1.5	counters, crayons
		COMMUNITY		K1.4.1.1.6	
8 & 9	K1.4.	K1.4.2.	K1.4.2.1.	K1.4.2.1.1	Poster/ cut out
	MY LOCAL	KNOWING		K1.4.2.1.2	picture.
	COMMUNITY	(WHO) THE		K1.4.2.1.3	Cut out shapes,
		IMPORTANT		K1.4.2.1.4	big books,
		PEOPLE /		K1.4.2.1.5	counters, crayons
		OCCUPATION		K1.4.2.1.6	
		IN MY		K1.4.2.1.6	
		COMMUNITY			
10	K1.4.	K1.4.3.	K1.4.3.1	K1.4.3.1.1	Poster/ cut out
		KNOWING THE		K1.4.3.1.2	picture.
		SPECIAL		K1.4.3.1.3	Cut out shapes,
		LEADERS IN MY		K1.4.3.1.4	big books,
		COMMUNITY		K1.4.3.1.5	counters, crayons

				K1.4.3.1.6	
11 &12	K1.5. MY NATION GHANA	K1.5.1. HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	K1.5.1.1.	K1.5.1.1.1 K1.5.1.1. K1.5.1.1.2 K1.5.1.1.3 K1.5.1.1.4 K1.5.1.1.5 K1.5.1.1.5	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

TERM TWO KG TWO TERMLY SCHEME OF LEARNING

WEEK	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	K2.3. VALUES AND BELIEFS	K2.3.1. MY PERSONAL VALUES	K2.3.1.1	K2.3.1.1.1 K2.3.1.1.2 K2.3.1.1.3 K2.3.1.1.4 K2.3.1.1.5 K2.3.1.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
2	K2.3. VALUES AND BELIEFS	K2.3.2. MY CULTURAL VALUES	K2.3.2.1.	K2.3.2.1.1 K2.3.2.1.2 K2.3.2.1.3 K2.3.2.1.4 K2.3.2.1.5 K2.3.2.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
3 & 4	K2.3. VALUES AND BELIEFS	K2.3.3. MY NATIONAL AND CIVIC VALUES	K2.3.3.1.	K2.3.3.1.1 K2.3.3.1.2 K2.3.3.1.3 K2.3.3.1.4 K2.3.3.1.5 K2.3.3.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
5	K2.3. VALUES AND BELIEFS	K2.3.4. OUR BELIEFS	K2.3.4.1.	K2.3.4.1.1 K2.3.4.1.2 K2.3.4.1.3 K2.3.4.1.4 K2.3.4.1.5 K2.3.4.1.6	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
6	K2.4. MY LOCAL COMMUNITY	K2.4.1. KNOWING THE SPECIAL PLACES IN MY COMMUNITY	K2.4.1.1.	K2.4.1.1.1 K2.4.1.1.2 K2.4.1.1.3 K2.4.1.1.4 K2.4.1.1.5 K2.4.1.1.6 K2.4.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons
7 & 8	K2.4. MY LOCAL COMMUNITY	K2.4.2. KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	K2.4.2.1.	K2.4.2.1.1 K2.4.2.1.2 K2.4.2.1.3 K2.4.2.1.4 K2.4.2.1.5 K2.4.2.1.6 K2.4.2.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons
9 & 10	K2.4.	K2.4.3. KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	K2.4.3.1	K2.4.3.1.1 K2.4.3.1.2 K2.4.3.1.3 K2.4.3.1.4 K2.4.3.1.5 K2.4.3.1.6	Poster/ cut out picture Cut out shapes, big books, counters, crayons

11	K2.5. MY NATION GHANA	K2.5.1. HISTORY AND CELEBRATION OF GHANA'S INDEPENDENCE	K2.5.1.1.	K2.5.1.1.1 K2.5.1.1.2 K2.5.1.1.3 K2.5.1.1.4 K2.5.1.1.5 K2.5.1.1.6 K2.5.1.1.7	Poster/ cut out picture Cut out shapes, big books, counters, crayons
12	K2.5. MY NATION GHANA	K2.5.2. SOME MAJOR HISTORICAL LOCATIONS IN OUR COUNTRY	K2.5.2.1.		Poster/ cut out picture Cut out shapes, big books, counters, crayons

TERM TWO BASIC ONE TERMLY SCHEME OF LEARNING

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.2.	B1.1.2.2.3	
3	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.3.	B1.1.2.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Number Operations (Addition, Subtraction, Multiplication and Division)	B1.1.2.4.	B1.1.2.4.2	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Fractions	B1.1.3.1.	B1.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

10	Number	Fractions	B1.1.3.1.	B1.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Number	Fractions	B1.1.3.1.	B1.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Number	Money	B1.1.4.1.	B1.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

Termly Scheme of Learning (SOL) for B1 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana,
					Posters, documentary
2	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana, Posters,
3	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana,
	Gilana	res realine			Posters, documentary
4	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
5	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
6	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	A map of Ghana, Posters, documentary
7	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.2	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B1.2.5.1.	B1.2.5.1.1	Posters, documentary

9	My Country Ghana	Some Selected Individuals	B1.2.5.1.	B1.2.5.1.1	Posters, documentary
	Griana	maividuais			documentary
10	My Country	Some Selected	B1.2.5.1.	B1.2.5.1.1	Posters,
	Ghana	Individuals			documentary
11	My Country	Some Selected	B1.2.5.1.	B1.2.5.1.1	Posters,
	Ghana	Individuals			documentary
12	My Country	Some Selected	B1.2.5.1.	B1.2.5.1.1	Posters,
	Ghana	Individuals			documentary

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	CYCLES	Earth Science	B1.2.1.3.	B1.2.1.3.1	Plants and
					animals in the
2	CYCLES	Earth Science	B1.2.1.4.	B1.2.1.4.1	environment, plastics, stones,
					piastics, stories, pictures videos
					paper,
3	DIVERSITY OF	CYCLES	B1.2.1.4.	B1.2.1.4.2	Plants and
	MATTER				animals in the
4	CYCLES	LIFE CYCLES OF	B1.2. 2.1.	B1.2. 2.1.1	environment, plastics, stones,
		ORGANISMS			pictures videos
5	CYCLES	LIFE CYCLES OF	B1.2. 2.1.	B1.2. 2.1.2.	paperGraphite
		ORGANISMS			pencil, battery and LED
6	SYSTEMS	THE HUMAN BODY	B1.3.1.1.	B1.3.1.1.1	graphite pencil, battery and LED
		SYSTEMS			pictures videos
7	SYSTEMS	ECOSYSTEM	B1.3.2.1.	B1.3.2.1.1	paper
,	0.0.20	LEGGISTEN	D1.3.2.1.	51.5.2.1.1	
8	FORCES AND	Sources and	B1.4.1.1.	B1.4.1.1.1	
	ENERGY	Forms of			
		Energy			
9	FORCES AND ENERGY	Sources and	B1.4.1.2.	B1.4.1.2.1	
	ENERGY	Forms of Energy			
10	TODOTE AND		D1 4 2 1	D1 4 2 1 1	
10	FORCES AND ENERGY	FORCES AND MOVEMENT	B1.4.3.1.	B1.4.3.1.1	
11	FORCES AND	ELECTRICITY	B1.4.2.2.	B1.4.2.2.1	graphite pencil,
	ENERGY	AND ELECTRONICS			battery and LED
42	FORCES AND		D4 4 2 2	D4 4 2 2 4	pictures videos paper
12	FORCES AND ENERGY	ELECTRICITY AND	B1.4.2.2.	B1.4.2.2.1	L~L~.
		ELECTRONICS			

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
_	Reading	Vocabulary	B1.2.2.1.	B1.2.2.1.5.	_
1	Writing	Writing As A Process	B1.4.3.1.	B1.4.3.1.3	
	Using Writing Conventions	Using Naming Words	B1.5.4.1.	B1.5.4.1.2	
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
2	Oral Language	Talking About Oneself, Etc	B1.1.6.1.	B1.1.6.1.3	Word cards sentence cards,
	Reading	Vocabulary	B1.2.2.1.	B1.2.2.1.6	class library
	Writing	Writing As A Process	B1.4.3.1.	B1.4.3.1.3	
	Using Writing Conventions	Using Naming Words	B1.5.4.1.	B1.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
3	Oral Language	Talking About Oneself, Etc	B1.1.6.1.	B1.1.6.1.4.	Word cards sentence cards,
	Reading	Vocabulary	B1.2.3.1.	B1.2.3.1.1.	class library
	Writing	Writing As A Process	B1.4.4.1.	B1.4.4.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B1.5.4.1.	B1.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B1.1.6.2.	B1.1.6.2.1	Word cards sentence cards,
	Reading	Vocabulary	B1.2.6.1.	B1.2.6.1.1	class library
	Writing	Writing As A Process	B1.4.4.1.	B1.4.4.1.1.	
	Using Writing Conventions	Using Action Words/Verbs	B1.5.4.1.	B1.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B1.6.1.1.	B1.6.1.1.1	
5	Oral Language	Listening Comprehension	B1.1.6.2.1	B1.1.6.2.2.	Word cards sentence cards,
	Reading	Comprehension	B1.2.7.1.	B1.2.6.1.2	class library
	Writing	Writing As A Process	B1.4.5.1.	B1.4.5.1.1	
	Using Writing	Using Action	B1.5.5.1.	B1.5.4.1.3	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Reading	Culture Of Reading			
6	Oral Language	Listening Comprehension	B1.2.7.1.	B1.1.7.1.1	Word cards sentence cards,
	Reading	Comprehension	B1.2.6.1.	B1.2.6.1.3	class library
	Writing	Writing As A Process	B1.4.5.1.	B1.4.5.1.1	

l	Writing	Creative/Free Writing	B1.4.5.1.	B1.4.5.1.3.	class library
	Reading	Comprehension	B1.2.7.2.	B1.2.7.1.3	sentence cards,
12	Oral Language	Asking And Answering	B1.1.7.1.	B1.1.7.1.4	Word cards
10	Reading	Culture Of Reading			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Conventions	Words: Adjectives			
	Using Writing	Using Qualifying	B1.5.7.1.	B1.5.7.1.1	
	Writing	Creative/Free Writing	B1.4.5.1.	B1.4.5.1.3.	class library
	Reading	Comprehension	B1.2.7.2	B1.2.7.1.3	sentence cards,
11	Oral Language	Asking and Answering	B1.1.7.1.	B1.1.7.1.4	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B1.5.7.1.	B1.5.7.1.1	
	Writing	Creative/Free Writing	B1.4.7.1.	B1.4.5.1.3	
	Reading	Comprehension	B1.2.7.2.	B1.2. 7.1.2.	class library
		Comprehension			sentence cards,
10	Oral Language	Listening	B1.1.7.1.	B1.1.7.1.3.	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B1.5.7.1.	B1.5. 5.1.1.	
	Writing	Creative/Free Writing	B1.4.9.3.	B1.4.5.1.3.	
	Reading	Comprehension	B1.4.7.1.	B1.2. 7.1.2	class library
	Oran Language	Comprehension	51.1.7.1.	51.1.7.1.3.	sentence cards,
9	Oral Language	Listening	B1.1.7.1.	B1.1.7.1.3.	Word cards
	Reading	Culture Of Reading	D1.0.1.1.	D1.0.1.1.1	
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B1.5.7.1.	B1.5. 5.1.1.	
	Writing	Narrative Writing	B1.4.5.1.	B1.4.5.1.2	
	Reading	Comprehension	B1.2.7.1.	B1.2. 7.1.1	class library
	- ·	Comprehension	21271	512.711	sentence cards,
8	Oral Language	Listening	B1.1.7.1.	B1.1.7.1.2.	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B1.5.7.1.	B1.5. 5.1.1.	
	Writing	Narrative Writing	B1.4.5.1.	B1.4.5.1.2	
	Reading	Comprehension	B1.2.7.1.	B1.2. 7.1.1	class library
,	Oran Language	Comprehension	51.1.5.2.	D1.1./.1.2.	sentence cards,
7	Oral Language	Listening	B1.1.6.2.	B1.1.7.1.2.	Word cards
	Reading	Culture Of Reading	Б1.0.1.1.	B1.0.1.1.1	
	Conventions Extensive	Words/Verbs Building The Love And	B1.6.1.1.	B1.6.1.1.1	
	Using Writing	Using Action	B1.5.5.1.	B1.5.4.1.3	

U	Jsing Writing	Using Qualifying	B1.5.7.1.	B1.5.7.1.1
С	Conventions	Words: Adjectives		
E	Extensive	Building The Love And	B1.6.1.1.	B1.6.1.1.1
R	Reading	Culture Of Reading		

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.2.1.	B1.1.2.1.9	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.2.1.	B1.1.2.1.10	Drums, Speakers
3	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.3.1.	B1.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.3.1.	B1.1.3.1.2	Drums, Speakers
5	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B1.1.3.1.	B1.1.3.1.3	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B1.2.1.2.	B1.2.1.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B1.2.2.2.	B1.2.2.2.1	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B1.2.3.2.	B1.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B1.2.4.2.	B1.2.4.2.1:	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B1.2.5.2.	B1.2.5.2.1	Balls, Videos and Picture, Drums, Speakers

11	Movement	Space Awareness,	B1.2.5.2.	B1.2.5.2.2	Videos and
	Concepts,	Dynamics,			Picture,
	Principles and	Relations, Body			Drums
	Strategies	Management and			
		Strategies			
12	PHYSICAL	Aerobic capacity,	B1.3.1.3.	B1.3.1.3.1	Videos and
	FITNESS	strength,			Picture,
		endurance,			Drums
		flexibility and			
		body composition			

Termly Scheme of Learning (SOL) for B1 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B1 1.1.1.	B1 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)	B1 2.1.1.	B1 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B1 1.2.2.	B1 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B1.2.2.2.	B1.2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B1 1.2.3.	B1 1.2.3.2	-do-
6	Performing arts	Planning, Making and Composing	B1 2.2.3.	B1 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B1 1.3.5.	B1 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B1 2.3.5.	B1 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B1 1.4.6. B1 2.4.6.	B1 1.4.6.1 B1 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B1 1.4.7. B1 2.4.7.	B1 1.4.7.1 B1 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project (Visual and Performing Arts)	B1 2.3.4.	B1 2.3.4.1	-do-

12	Visual and	Appreciating and	B1.1.4.7.	B1.1.4.7.2	-do-
	Performing	Appraising	B1.2.4.7.	B1.2.4.7.1	
	Arts	(Visual and			
		Performing Arts)			

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.1.1.	B1.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1 2.1.1.	B1 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	B1 2.1.1.	B1 2.1.1.1	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1 2.1.1.	B1 2.1.1.1	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1.	B1.2.2.1.2	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1.	B1.2.2.1.2	wall charts, wall words, posters, video clip, etc
7	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1	B1.2.2.1.2	wall charts, wall words, posters, video clip, etc
8	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B1.2.2.1.	B1.2.2.1.2	wall charts, wall words, posters, video clip, etc
9	Religious practices and	Religious Festivals in the Three Major	B1.2.2.1.	B1.2.2.1.1	wall charts, wall words, posters,

	their moral	Religions in			video clip,
	implications	Ghana			etc
10	Religious practices and	Religious Festivals in the	B1.2.2.1.	B1.2.2.1.1	wall charts, wall words,
	their moral	Three Major			posters,
	implications	Religions in			video clip,
		Ghana			etc
11	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B1.2.2.1.	B1.2.2.1.1	wall charts, wall words, posters, video clip, etc
12	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B1.2.2.1.	B1.2.2.1.1	wall charts, wall words, posters, video clip, etc

Termly Scheme of Learning (SOL) for B1 Term OUR WORLD AND OUR PEOPLE

STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
All Around	Map Making	B1.2.1.3.	B1.2.3.1.1.	Pictures, Charts,
Us	and Land Marks			Video Clip
All Around	Population and	B1.2.4.1.	B1.2.4.1. 1.	Pictures, Charts,
Us	Settlement			Video Clip
All Around	Worship	B1.3.1.1.	B1.3.1.1.1	Pictures, Charts,
Us				Video Clip
All Around	Festivals	B1.3.2.1.	B1.3.2.1.1	Pictures, Charts,
Us				Video Clip
Our Beliefs	Basic Human	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts,
And Values	Rights			Video Clip
Our Beliefs	Basic Human	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts,
And Values	Rights			Video Clip
Our Beliefs	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts,
And Values				Video Clip
Our Beliefs	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts,
And Values				Video Clip
Our Beliefs	Being a Leader	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts,
And Values				Video Clip
OUR	Being a Citizen	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts,
NATION				Video Clip
GHANA				
	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts,
_				Video Clip
	D : 0:::	D4 4 2 4	D4 4 2 4 4	D' 1 C' :
	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts,
				Video Clip
	All Around Us Our Beliefs And Values	All Around Us All Around Us Population and Settlement All Around Us Our Beliefs And Values	All Around Us and Land Marks All Around Population and Settlement All Around Us Settlement All Around Us B1.2.4.1. All Around Worship B1.3.1.1. Us B1.3.2.1. Our Beliefs Basic Human B1.3.3.1. And Values Rights Our Beliefs And Values Being a Leader B1.3.4.1. Our Beliefs And Values Our Beliefs And Values Our Beliefs Being a Leader B1.3.4.1. Our Beliefs Being a Leader B1.3.4.1. Our Beliefs Being a Citizen B1.4.1.1. OUR NATION GHANA OUR Being a Citizen B1.4.2.1. Being a Citizen B1.4.2.1.	All Around Us and Land Marks All Around Us Settlement All Around Us Settlement All Around Us Settlement All Around Us Settlement All Around Us B1.2.4.1. All Around Us B1.3.1.1. B1.3.1.1.1 B1.3.1.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.2.1.1 B1.3.3.1.1 B1.3.3.1 B1.3.

Scheme of Learning for B1 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation/ Talking about Oneself, Family, People and Places	B1.1.6.1. B1.1.7.1.	B1.1.6.1.2 B1.1.7.1.1	Drums, drum sticks, recorded audios, Manila cards, recorded audio
2.	Oral Language	Talking about Oneself, Family, People and Places	B1.1.7.1. B1.1.7.1.	B1.1.7.1.2 B1.1.7.1.3	visuals
3.	Oral Language	Listening Comprehension/ Asking and Answering Questions	B1.1.8.1. B1.1.9. 1. B1.1.9. 1.	B1.1.8.1.1 B1.1.9. 1.1 B1.1.9. 1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics: Letter and Sound Knowledge	B1.2.4.1. B1.2.4.2. B1.2.4.2.	B1.2.4.1.3 B1.2.4.2.1 B1.2.4.2.2	Manila cards, markers, recorded audio- visual
5.	Reading	Phonics: Letter and Sound Knowledge	B1.2.4.2. B1.2.4.2. B1.2.4.2.	B1.2.4.2.3 B1.2.4.2.4 B1.2.4.2.5	Manila cards, markers, recorded audio- visual
6.	Reading	Vocabulary (Sight and Content Vocabulary)	B1.2.5.1. B1.2.5.1. B1.2.5.1	B1.2.5.1.1. B1.2.5.1.2 B1.2.5.1.3	Manila Cards, Class reader
7.	Writing		B1.3.2.1. B1.3.2.1.	B1.3.2.1.2 B1.3.2.1.3	Manila Cards, Markers
8.	Writing	Writing Letters- Small and Capital	B1.3.2.1. B1.3.3.1.	B1.3.2.1.4 B1.3.3.1.1	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing	Writing Simple Words/Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B1.3.3.1.2	B1.3.3.1.	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/	Integrating Grammar in Written	B1.5.3.1.3 B1.5.4.1.1. B1.5.4.1.2	B1.5.3.1. B1.5.4.1 B1.5.4.1.	Word cards, Manila card Markers Word
	Usage	Language (Use of Qualifying Words)			Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Qualifying Words/ Postpositions)	B1.5.4.1.3 B1.5.5.1.1	B1.5.4.1. B1.5.5.1.	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B1.6.2.1.1	B1.6.2.1.	Manila Cards, Markers

TERM TWO BASIC TWO TERMLY SCHEME OF LEARNING

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.2	
3	Number	Counting, Representation, Cardinality & Ordinality	B2.1.2.4.	B2.1.2.4.3	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B2.1.3.1.	B2.1.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B2.1.3.1.	B2.1.3.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B2.1.3.1.	B2.1.3.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Money	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws,

					Paper strips, Cut out cards
10	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
11	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.1.4.1.	B2.1.4.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	GEOMETRY AND MEASUREMENT	Algebraic Expressions	B2.2.1.1.	B2.2.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

Termly Scheme of Learning (SOL) for B2 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	Major Historical Locations	B2.2.4.1.	B2.2.4.1.1	A map of Ghana, Posters, documentary
7	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
8	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

9	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
10			D2 2 E 4	D2 2 E 4 4	,
10	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
11	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
12	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.1	Plants and
					animals in the
2	CYCLES	Earth Science	B2.2.1.4.	B2.2.1.4.2	environment,
					plastics,
					stones,
					pictures videos
					paper,
3	SYSTEMS	The Human	B2.3.1.1.	B2.3.1.1.1	Plants and
		Body system			animals in the
4	SYSTEMS	The Solar	B2.3.1.1.	B2.3.2.1.1	environment, plastics,
		System			stones,
5	FORCES AND	Sources and	B2.4.1.1.	B2.4.1.1.1	pictures videos
3	ENERGY	Forms of	D2.4.1.1.	B2.4.1.1.1	paperGraphite
		Energy			pencil, battery
	FORCES AND		D2 4 4 2	D2 4 4 2 4	and LED
6	FORCES AND ENERGY	Sources and Forms of	B2.4.1.2.	B2.4.1.2.1	graphite pencil, battery
	LINEINOT	Energy			and LED
7	FORCES AND	ELECTRICITY	B2.4.2.1.	B2.4.2.1.1	pictures videos
	ENERGY	AND			paper
		ELECTRONICS			
8	FORCES AND	ELECTRICITY	B2.4.2.1.	B2.4.2.1.1	
	ENERGY	AND ELECTRONICS			
9	FORCES AND	ELECTRICITY	B2.4.2.2.	B2.4.2.2.2	
	ENERGY	AND			
_		ELECTRONICS			
10	FORCES AND	FORCES AND	B2.4.3.1.	B2.4.3.1.1	
	ENERGY	MOVEMENT			
11	FORCES AND	ELECTRICITY	B2.4.2.2.	B2.4.2.2.2	graphite
	ENERGY	AND			pencil, battery
12	EODCES AND	ELECTRONICS ELECTRICITY	B2.4.2.2.	B2.4.2.2.2	and LED
12	FORCES AND ENERGY	AND	DZ.4.Z.Z.	DZ.4.Z.Z.Z	pictures videos
	LINEINOT	ELECTRONICS			paper

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3.	
	Writing	Writing As A Process	B2.4.4.1.	B2.4.4.1.1	
	Using Writing	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions	osing rianing violas	52.01.11.	52.31.11.21	
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
2	Oral Language	Talking About Oneself,	B2.1.6.1.	B2.1.6.1.2	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.3	class library
	Writing	Writing As A Process	B2.4.4.1	B2.4.4.1.1	
	Using Writing	Using Naming Words	B2.5.4.1.	B2.5.4.1.1	
	Conventions				
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
3	Oral Language	Talking About Oneself,	B2.1.6.1.	B2.1.6.1.3	Word cards
		Etc			sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.1	
	Using Writing	Using Action	B2.5.4.1.	B2.5.4.1.1	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Reading	Culture Of Reading			
4	Oral Language	Talking About Oneself, Etc	B2.1.6.2.	B2.1.6.2.4	Word cards sentence cards,
	Reading	Vocabulary	B2.2.6.1.	B2.2.6.1.4	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	
	Using Writing	Using Action	B2.5.5.1.1.	B2.5.5.1.1.	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.1	B2.6.1.1.1	
	Reading	Culture Of Reading			
5	Oral Language	Listening	B2.1.6.2.1	B2.1.6.2.1	Word cards
		Comprehension			sentence cards,
	Reading	Comprehension	B2.2.7.1.1.	B2.2.7.1.1.	class library
	Writing	Writing As A Process	B2.4.5.1.2	B2.4.5.1.2	
	Using Writing	Using Action	B2.5.5.1.1	B2.5.5.1.1	
	Conventions	Words/Verbs			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
_	Reading	Culture Of Reading			
6	Oral Language	Listening	B2.2.7.1.	B2.2.7.1.1	Word cards
		Comprehension			sentence cards,
	Reading	Comprehension	B2.2.6.1.	B2.2.6.1.3	class library
	Writing	Writing As A Process	B2.4.5.1.	B2.4.5.1.2	

	Reading	Comprehension	DZ.Z./.Z.	DZ.Z./.Z.Z	sentence cards,
		C	B2.2.7.2.	B2.2.7.2.2	sentence cards,
12	Oral Language	Asking And Answering	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words: Adjectives			
	Using Writing	Using Qualifying	B2.5.7.1.	B2.5.7.1.2	,
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	class library
	Reading	Comprehension	B2.2.7.2	B2.2.7.2.2 .	sentence cards,
11	Oral Language	Asking and Answering	B2.1.7.1.	B2.1.7.1.3	Word cards
	Reading	Culture Of Reading	52.0.1.1.	52.0.1.1.1	
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words/Verbs	02.3.7.1.	02.3.7.1.2	
	Using Writing	Using Action	B2.4.7.1.	B2.4.7.1.1 B2.5.7.1.2	
	Writing	Creative/Free Writing	B2.2.7.2. B2.4.7.1.	B2.4.7.1.1	Cidos ilbitally
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	class library
10	Oral Language	Listening Comprehension	DZ.1./.1.	DZ.1./.1.3	sentence cards,
10	Reading	Culture Of Reading	B2.1.7.1.	B2.1.7.1.3	Word cards
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words/Verbs	D2.C4.4	D2 C 4 4 4	
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	
	Writing	Creative/Free Writing	B2.4.9.3.	B2.4.9.3.2	
	Reading	Comprehension	B2.4.7.1.	B2.4.7.1.1	class library
		Comprehension			sentence cards,
9	Oral Language	Listening	B2.1.7.1.	B2.1.7.1.2.	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	class library
		Comprehension			sentence cards,
8	Oral Language	Listening	B2.1.7.1.	B2.1.7.1.1.	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words/Verbs	D2.3.7.1.	02.3.7.1.1	
	Using Writing	Using Action	B2.5.7.1.	B2.5.7.1.1	
	Reading Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	Class library
	Pooding	Comprehension Comprehension	B2.2.7.1.	B2.2.7.1.2.	sentence cards, class library
7	Oral Language	Listening	B2.1.6.2.	B2.1.6.2.3	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B2.5.5.1.	B2.5.5.1.1.	

Using Writing	Using Qualifying	B2.5.7.1.	B2.5.7.1.2	
Conventions	Words: Adjectives			
Extensive	Building The Love And	B2.6.1.1.	B2.6.1.1.1	
Reading	Culture Of Reading			

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B2.1.2.1.	B2.1.2.1.10	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B2.1.2.1.	B2.1.2.1.11	Drums, Speakers
3	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B2.1.3.1.	B2.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B2.1.3.1.	B2.1.3.1.2	Drums, Speakers
5	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.1.3	B2.1.3.1.3	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.1.2.	B2.2.1.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.2.2.	B2.2.2.1	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.3.2.	B2.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.4.2.	B2.2.4.2.1:	Balls, Videos and Picture, Drums, Speakers
10	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body	B2.2.4.2.	B2.2.4.2.2:	Balls, Videos and Picture, Drums, Speakers

		Management and Strategies			
11	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B2.2.5.2.	B2.2.5.2.1:	Videos and Picture, Drums
12	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B2.3.2.3.	B2.3.2.3.1	Videos and Picture, Drums

Termly Scheme of Learning (SOL) for B2 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 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)	B2 2.1.1.	B2 2.1.1.2	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.2	-do-
6	Performing arts	Planning, Making and Composing	B2 2.2.3.	B2 2.2.3.3	-do-
7	Visual arts	Displaying and Sharing	B2 1.3.5.	B2 1.3.5.2	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.5.	B2 2.3.5.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B2 1.4.6. B2 2.4.6.	B2 1.4.6.1 B2 2.4.6.1	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B2 1.4.7. B2 2.4.7.	B2 1.4.7.1 B2 2.4.7.1	-do-
11	Performing Arts	Display and Sharing School-Based Project (Visual and Performing Arts)	B2 2.3.4.	B2 2.3.4.1	-do-

12	Visual and	Appreciating and	B2.1.4.7.	B2.1.4.7.2	-do-
	Performing	Appraising	B2.2.4.7.	B2.2.4.7.1	
	Arts	(Visual and			
		Performing Arts)			

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2.2.1.1.	B2.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B2 2.1.1.	B2 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	B2 2.1.1.	B2 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	B2 2.1.1.	B2 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	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	Festivals in the Three Major Religions	B2.2.2.1.	B2.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Leaders	Early Life of the Leaders of the	B2. 3.1.1.	B2. 3.1.1.1	wall charts, wall words, posters,

		three Major Religions			video clip, etc
10	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
11	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc
12	Religious Leaders	Early Life of the Leaders of the three Major Religions	B2. 3.1.1.	B2. 3.1.1.2:	wall charts, wall words, posters, video clip, etc

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around	Map Making	B2.2.1.3.	B2.2.3.1.1.	Pictures, Charts,
	Us	and Land Marks			Video Clip
2	All Around	Population and	B2.2.4.1.	B2.2.4.1. 1.	Pictures, Charts,
	Us	Settlement			Video Clip
3	All Around	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts,
	Us				Video Clip
4	All Around	Worship	B2.3.1.1.	B2.3.1.1.1	Pictures, Charts,
	Us				Video Clip
5	Our Beliefs	Festivals	B2.3.2.1.	B2.3.2.1.1	Pictures, Charts,
	And Values				Video Clip
6	Our Beliefs	Festivals	B2.3.1.1.	B2.3.2.2. 1	Pictures, Charts,
	And Values				Video Clip
7	Our Beliefs	Basic Human	B2.3.3.1.	B2.3.3.1.1.	Pictures, Charts,
	And Values	Rights			Video Clip
8	Our Beliefs	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts,
	And Values				Video Clip
9	Our Beliefs	Being a Leader	B2.3.4.1.	B2.3.4.1.1.	Pictures, Charts,
	And Values	_			Video Clip
10	Our Beliefs	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts,
	And Values				Video Clip
11	Our Beliefs	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts,
	And Values				Video Clip
12	Our Beliefs	Being a Citizen	B2.4.1.1.	B2.4.1.1.1.	Pictures, Charts,
	And Values				Video Clip

Scheme of Learning for B2 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B2.1.6.1.1 B2.1.6.1.2 B2.1.7.1.1	B2.1.6.1. B2.1.6.1. B2.1.7.1.	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places	B2.1.7.1.2 B2.1.7.1.3 B2.1.7.1.4	B2.1.7.1. B2.1.7.1. B2.1.7.1.	Manila cards, recorded audio visuals
3.	Oral Language	Listening Comprehension/ Asking and Answering Questions	B2.1.8.1.1 B2.1.8.1.2 B2.1.9.1.1	B2.1.8.1. B2.1.8.1. B2.1.9.1.	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Phonics (Blend and Connect Sounds)	B2.2.4.2.3 B2.2.4.2.4	B2.2.4.2. B2.2.4.2.	Manila cards, markers, recorded audio- visual
5.	Reading	Vocabulary	B2.2.5.1.1 B2.2.5.1.2	B2.2.5.1. B2.2.5.1.	Manila cards, markers, recorded audio- visual
6.	Reading	Vocabulary	B2.2.5.1.3 B2.2.6.1.1	B2.2.5.1. B2.2.6.1.	Manila Cards, Class reader
7.	Writing	Penmanship/ Handwriting	B2.3.1.1.4	B2.3.1.1.	Manila Cards, Markers
8.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.1	B2.3.3.1.	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment/ Classroom	B2.3.3.1.2	B2.3.3.1.	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B2.5.3.1.2 B2.5.3.1.3 B2.5.4.1.1	B2.5.3.1. B2.5.3.1. B2.5.4.1.	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Use of Postpositions)	B2.5.4.1.2 B2.5.5.1.1	B2.5.4.1. B2.5.5.1.	Reading materials
12.	Extensive Reading/ Children Library	Read Aloud With Children	B2.6.2.1.1	B2.6.2.1.	Manila Cards, Markers

TERM TWO BASIC THREE TERMLY SCHEME OF LEARNING

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

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

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

WEEKS	STRAND	SUBSTRAND	CONTENT 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	INDICATORS	RESOURCES
WEEKS	JIMA	JOBSTRAITS	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 paper
8	FORCES AND ENERGY	Sources and Forms of Energy	B3.4.1.1.	B3.4.1.1.1	рареі
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	INDICATORS	RESOURCES
			STANDARD		
	Reading	Vocabulary	B3.2.6.1.	B3.2.6.1.1	
	Writing	Writing As A Process	B3.4.8.1.	B3.4.8.1.1	
	Using Writing	Using Naming Words	B3.5.4.1.	B3.5.4.1.1	
	Conventions				
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Reading	Culture Of Reading			
2	Oral Language	Talking About Oneself,	B3.1.6.1.	B3.1.6.1.3	Word cards
		Etc			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	Using Naming Words	B3.5.4.1.	B3.5.4.1.1	
	Conventions				
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Reading	Culture Of Reading			
3	Oral Language	Talking About Oneself,	B3.1.6.1.	B3.1.6.1.4	Word cards
		Etc			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,	B3.1.6.2.	B3.1.6.2.1	Word cards
		Etc			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	D2 4 C 2	D2.4.6.2.4	Mand conde
5	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.1	Word cards
	Dooding	Comprehension	D2 2 C 1	D2 2 C 1 2	sentence cards,
	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.3	class library
	Writing Writing	Writing As A Process	B3.4.9.2.	B3.4.9.2.1	\dashv
	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	\dashv
	Reading	Culture Of Reading	D3.U.I.I.	03.0.1.1.1	
6	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.2	Word cards
U	Oral Laliguage	Comprehension	D3.1.0.Z.	03.1.0.2.2	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	

	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.3	sentence cards,
			D2 2 7 1	D2 2 7 1 2	
12	Oral Language	Asking And Answering	B3.1.7.1.	B3.1.7.1.3	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words: Adjectives			
	Using Writing	Using Qualifying	B3.5.6.1.	B3.5.6.1.1	
	Writing	Creative/Free Writing	B3.4.5.1.	B3.4.5.1.4	class library
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.2.	sentence cards,
11	Oral Language	Asking and Answering	B3.1.7.1.	B3.1.7.1.3	Word cards
	Reading	Culture Of Reading	55.0.1.1.	55.0.1.1.1	
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words/Verbs	53.3.0.1	D3.3.0.1.1.	
	Using Writing	Using Action	B3.4.9.3.	B3.5.6.1.1.	
	Reading Writing	Creative/Free Writing	B3.4.9.3.	B3.4.9.3.2	Class libitary
	Pooding	Comprehension	B3.2.7.1.	B3.2.7.1.1.	class library
10	Oral Language	Listening Comprehension	B3.1.7.1.	B3.1.7.1.2	Word cards sentence cards,
10	Reading	Culture Of Reading	D2 1 7 1	D2 1 7 1 2	Mord souds
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words/Verbs	D2 C 1 1	D2 C 1 : :	
	Using Writing	Using Action	B3.5.6.1.	B3.5.6.1.1.	
	Writing	Creative/Free Writing	B3.4.9.3.	B3.4.9.3.2	
	Reading	Comprehension	B3.2.7.1.	B3.2.7.1.1	class library
		Comprehension			sentence cards,
9	Oral Language	Listening	B3.1.7.1.	B3.1.7.1.1.	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B3.5.5.1.	B3.5.5.1.1	
	Writing	Narrative Writing	B3.4.9.3.	B3.4.9.3.1	
	Reading	Comprehension	B3.2.6.1.	B3.2.6.1.4	class library
		Comprehension			sentence cards,
8	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.4.	Word cards
	Reading	Culture Of Reading	55.6.1.1.	50:0:2:2:2	
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words/Verbs	D3.3.3.1.	63.3.3.1.1.	
	Using Writing	Using Action	B3.5.5.1.	B3.5.5.1.1.	
	Reading Writing	Comprehension Narrative Writing	B3.4.9.3.	B3.2.6.1.4 B3.4.9.3.1	Class library
	Dooding	Comprehension	B3.2.6.1.	B3.2.6.1.4	sentence cards, class library
7	Oral Language	Listening	B3.1.6.2.	B3.1.6.2.3	Word cards
	Reading	Culture Of Reading			
	Extensive	Building The Love And	B3.6.1.1.	B3.6.1.1.1	
	Conventions	Words/Verbs			
	Using Writing	Using Action	B3.5.4.1.	B3.5.4.1.3	

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B3.1.2.1.	B3.1.2.1.10	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B3.1.2.1.	B3.1.2.1.11	Drums, Speakers
3	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B3.1.3.1.	B3.1.3.1.1	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B3.1.3.1.	B3.1.3.1.2	Drums, Speakers
5	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B3.2.1.2.	B3.2.1.2.1:	Balls, Videos and Picture,
6	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B3.2.2.2.	B3.2.2.2.1:	Drums, Speakers
7	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B3.2.2.2.	B3.2.2.2	Balls, Videos and Picture,
8	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B3.2.3.2.	B3.2.3.2.1:	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B3.2.5.2.	B3.2.5.2.2:	Balls, Videos and Picture, Drums, Speakers
10	PHYSICAL FITNESS	Aerobic capacity, strength, endurance,	B3.3.1.3.	B3.3.1.3. 1:	Balls, Videos and Picture, Drums, Speakers

		flexibility and body composition			
11	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B3.3.2.3.	B3.3.2.3.1:	Videos and Picture, Drums
12	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B3.3.3.3.	B3.3.3.1	Videos and Picture, Drums

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

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

12	Visual and	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)			

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, posters,

		the three Major Religions			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

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

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

Scheme of Learning for B3 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT 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,	
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.	recorded 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 Writing	Integrating Grammar in Written Language (Use of Qualifying Words) Integrating Grammar in	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, Reading
11.	Convention s/ Usage	Written Language (Use of Postpositions)	B3.5.5.1.	B3.5.5.1.1	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 FOUR TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES	
1	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.1	Word cards sentence	
	Reading	Vocabulary	B4.2.6.2.	B4.2.6.2.1	cards, class	
	Grammar Usage At Word	Pronouns	B4.3.2.1.	B4.3.2.1.5	library	
	Writing	Writing As A Process	B4. 4.9.1	B4. 4.9.1.1		
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.2		
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.		
2	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.2	Word cards sentence	
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1	cards, class	
	Grammar Usage At Word	Adjectives	B4.3.3.1.	B4.3.3.1.1	library	
	Writing	Writing As A Process	B4.3.3.1.	B4.3.3.1.1		
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.2		
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.		
3	Oral Language	Talking About Oneself, Etc	B4.1.6.3.	B4.1.6.3.3	Word cards sentence	
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.2	cards, class	
	Grammar Usage At Word	Verbs	B4.3.3.1.	B4.3.3.1.1	library	
	Writing	Writing As A Process	B4.4.9.3.	B4.4.9.3.1		
	Using Writing Conventions	Using Action Words	B4.5.4.1.	B4.5.4.1.3		
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1.	B4.6.1.1.1.		

4	Oral	Talking About	B4.1.7.1.	B4.1.7.1.1	Word cards
	Language	Oneself, Etc			sentence
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.1	cards, class
	Grammar	Verbs	B4.3.4.1	B4.3.4.1.1.	library
	Usage At				
	Word				
	Writing	Narrative Writing	B4.4.9.3	B4.4.9.3.1.	
	Using Writing	Using Action	B4.5.4.1.	B4.5.4.1.3	
	Conventions	Words			
	Extensive	Building The			
	Reading	Love And	B4.6.1.1	B4.6.1.1.1.	
		Culture Of			
		Reading			
5	Oral	Listening	B4.5.4.1.	B4.5.4.1.3	Word cards
	Language	Comprehension			sentence
	Reading	Vocabulary	B4.2.6.4.	B4.2.6.4.2	cards, class
	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.1	library
	Usage At				
	Word				
	Writing	Narrative Writing	B4.4.9.3	B4.4.9.3.2.	
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.1	
	Conventions	Words			
	Extensive	Building The	B4.6.1.1	B4.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
6	Oral	Listening	B4.1.7.1.	B4.1.7.1.3	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.6.4.	B4.2.6.4.3	cards, class
	Grammar	Verbs	B4.3.5.1	B4.3.5.1.1	library
	Usage At				
	Word				
	Writing	Creative/Free Writing	B4.4.9.3	B4.4.9.3.3	
	Using Writing	Using Action	B4.5.5.1.	B4.5.5.1.1]
	Conventions	Words			
	Extensive	Building The	B4.6.1.1	B4.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
7	Oral	Listening	B4.1.7.1.	B4.1.7.1.4	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.1	cards, class
	Grammar	Verbs	B4.3.5.1.	B4.3.5.1.2	library
	Usage At				
	Word				

	Writing	Creative/Free Writing	B4.4.10.1.	B4.4.10.1.1	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	
8	Oral Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.5	Word cards sentence
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.2.	cards, class
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.3	library
	Writing	Descriptive Writing	B4.4.10.1.	B4.4.10.1.1	
	Using Writing Conventions	Using Action Words	B4.5.5.1.	B4.5.5.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1.	B4.6.1.1.1.	
9	Oral	Listening	B4.1.7.1.	B4.1.7.1.7	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3.	cards, class
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.4	library
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adjectives	B4.5.6.1.	B4.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	
10	Oral	Listening	B4.1.8.1.	B4.1.8.1.1	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B4.2.7.1	B4.2.7.1.4.	cards, class
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	library
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	

	Using Writing Conventions Extensive	Using Qualifying Words- Adjectives Building The	B4.5.6.1. B4.6.1.1.	B4.5.6.1.1 B4.6.1.1.1	
	Reading	Love And Culture Of Reading	54.0.1.1.	54.0.1.1.1	
11	Oral Language	Listening Comprehension	B4.1.8.2.	B4.1.8.2.1	Word cards sentence
	Reading	Comprehension	B4.2.7.2	B4.2.7.2.1.	cards, class
	Grammar Usage At Word	Verbs			library
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	
	Using Writing Conventions	Using Qualifying Words- Adverbs	B4.5.7.1.	B4.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B4.6.1.1	B4.6.1.1.1.	
12	Oral	Listening	B4.1.9.1.	B4.1.9.1.1	Word cards
	Language	Comprehension	D4 2 7 2	D4 2 7 2 4	sentence
	Reading Grammar Usage At Word	Comprehension Verbs	B4.2.7.2	B4.2.7.2.1.	cards, class library
	Writing	Descriptive Writing	B6.4.12.1.	B4.4.13.2.	
	Using Writing Conventions	Using Qualifying Words- Adverbs	B6.5.6.1.	B6.5.6.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	

Termly Scheme of Learning (SOL) for B4 Term 2 CREATIVE ARTS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B4. 2.1.1.	B4. 2.1.1.3	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.2	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.2.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.2	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.2	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.2	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.2	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B4. 1.1.1. B4 2.1.1.	B4. 1.1.1.4 B4 2.1.1.4.	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B4 1.2.3 B4 2.2.3.	B4 1.2.3.2 B4 2.2.3.2	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B4 1.3.5. B4 2.3.5.	B4 1.3.5.2 B4 2.3.5.2	-do-
12	Performing Arts	Appreciating and Appraising	B4 1.4.7. B4 2.4.7.	B4 1.4.7.2 B4 2.4.7.2	-do-

Termly Scheme of Learning (SOL) for B4 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Number	B4.1.2.6.	B4.1.2.6.1	Counters, bundle and
		Operations			loose straws, Paper
			_	_	strips, Cut out cards
2	Number		B4.1.3.1.	B4.1.3.1.1	Counters, bundle and
		Fractions	B4.1.3.1.	B4.1.3.1.2	loose straws, Paper
					strips, Cut out cards
3	Number	Fractions	B4.1.3.1.	B4.1.3.1.2	Counters, bundle and
			B4.1.3.1.	B4.1.3.1.3	loose straws, Paper
					strips, Cut out cards
4	Number	Fractions	B4.1.3.1.	B4.1.3.1.3	Counters, bundle and
			B4.1.3.1.	B4.1.3.1.4	loose straws, Paper
					strips, Cut out cards
5	Number	Fractions	B4.1.3.2.	B4.1.3.2.1	Counters, bundle and
			B4.1.3.2.	B4.1.3.2.3.	loose straws, Paper
					strips, Cut out cards
6	Number	Fractions	B4.1.3.2.	B4.1.3.2.3.	Counters, bundle and
			B4.1.4.1.	B4.1.4.1.1	loose straws, Paper
			B4.1.4.1.	B4.1.4.1.2	strips, Cut out cards
7	Number	Fractions	B4.1.4.1.	B4.1.4.1.2	Counters, bundle and
			B4.1.4.1.	B4.1.4.1.3	loose straws, Paper
					strips, Cut out cards
8	Number	Fractions	B4.1.5.1.	B4.1.5.1.1	Counters, bundle and
			B4.1.5.1.	B4.1.5.1.2	loose straws, Paper
					strips, Cut out cards
9	Number,	Patterns and	B4.2.1.1.	B4.2.1.1.1	Counters, bundle and
	Algebra	Relationships	B4.2.1.1.	B4.2.1.1.2	loose straws, Paper
			B4.2.1.1.	B4.2.1.1.3	strips, Cut out cards
			B4.2.1.2.	B4.2.1.2.1	
			B4.2.1.2.	B4.2.1.2.2	
10	Algebra	Pattern and	B4.2.1.3.	B4.2.1.3.1	Counters, bundle and
		Relationships	B4.2.1.3	B4.2.1.3.2	loose straws, Paper
			B4.2.2.1.	B4.2.2.1.1	strips, Cut out cards
11	Algebra	Pattern and	B4.2.2.1.	B4.2.2.1.2	Counters, bundle and
		Relationships	B4.2.2.2.	B4.2.2.2.1	loose straws, Paper
			B4.2.2.2.	B4.2.2.2.2	strips, Cut out cards
			B4.2.2.2.	B4.2.2.2.3	
			B4.2.2.2.	B4.2.2.2.4	
12	Algebra	Unknowns,	B4.2.2.1.	B4.2.2.1.2	Counters, bundle and
		Expressions	B4.2.2.2.	B4.2.2.2.1	loose straws, Paper
		and	B4.2.2.2.	B4.2.2.2.2	strips, Cut out cards
		Equations	B4.2.2.2.	B4.2.2.2.3	. ,
		·	B4.2.2.2.	B4.2.2.2.4	

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills And Movement Patterns	Locomotor, Manipulative And Rhythmic Skills	B4.1.21.	B4.1.21.1	Balls
2	Motor Skills And Movement Patterns	Locomotor, Manipulative And Rhythmic Skills	B4.1.3.1.	B4.1.3.1.1	Pictures and Videos
3	Motor Skills And Movement Patterns	Locomotor, Manipulative And Rhythmic Skills	B4.1.2.1.	B4.1.2.1.2	Drums, Clappers, Video and Pictures
4	Movement Concepts, Principles And Strategies	Space Awareness, Dynamics, Relations, Body Management And Strategies	B4.2.1.2.	B4.2.1.2.1	Video and Pictures
5	Movement Concepts, Principles And Strategies	Space Awareness, Dynamics, Relations, Body Management And Strategies	B4.2.2.2.	B4.2.2.2.1	Pictures and Video
6	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B4.2.3.2.	B4.2.3.2.1	Pictures and Video
7	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B4.2.4.2.	B4.2.4.2.1	Pictures and Video
8	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B4.2.5.2.	B4.2.5.2.1	Pictures and Video
9	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B4.3.1.3.	B4.3.1.3.1	Pictures and Video

10	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B4.3.2.3.	B4.3.2.3.1	Drums, Laptop, Speakers
11	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B4.3.3.3.	B4.3.3.3.1	Drums, Laptop, Speakers,
12	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B4.3.4.3.	B4.3.4.3.1	Drums, Laptop, Speakers

Termly Scheme of Learning (SOL) for B4 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	B4.2.1.1.	B4.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.2:	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Festivals in the Three Major Religions	B4 2.1.1.	B4 2.1.1.3	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Festivals in the Three Major Religions	B4.2.2.1.1	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	The Call of the Leaders of the Three Major Religions	B4.2.2.1.	B4.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc

9	Religious Leaders	The Call of the Leaders of the Three Major Religions	B4.3.1.1.	B4.3.1.1.1	wall charts, wall words, posters, video clip, etc
10	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.1	wall charts, wall words, posters, video clip, etc

Termly Scheme of Learning (SOL) for B4 Term 2 COMPUTING

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Word Processing	Introduction To Ms-Windows Interface	B4.1.2.1.	B4.1.2.1.5.	Laptops, Images of clipboard, styles, fonts, paragraph
2	Word Processing	Introduction To Ms-Windows Interface	B4.1.2.1	B4.1.2.1.6.	Laptops,
3	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.1	Laptops,
4	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.2	Laptops,
5	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.3	Laptops,
6	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.4	Laptops,
7	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.1.	B4.1.3.1.5	Laptops, smart phones
8	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2	B4.1.3.2.1.	Laptops, smart phones
9	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
10	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
11	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones
12	Word Processing	Introduction To Ms-Windows Interface	B4.1.3.2.	B4.1.3.2.2.	Laptops, smart phones

Termly Scheme of Learning (SOL) for B4 Term 2 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around	Plants and	B4.2.1.3.	B4.2.1.3 .1.	Pictures, Charts,
	Us	Animals			Video Clip
2	All Around	Map Making and	B4.2.2.1.	B4.2.2.1.1.	Pictures, Charts,
	Us	Land Marks			Video Clip
3	All Around	Population and	B4.2.2.1.	B4.2.2.1.2.	Pictures, Charts,
	Us	Settlement			Video Clip
4	All Around	Population and	B4.2.3.1.	B4.2.3.1.1.	Pictures, Charts,
	Us	Settlement			Video Clip
5	Our Beliefs	Worship	B4.2.4.1.	B4.2.4.1.1.	Pictures, Charts,
	And Values				Video Clip
6	Our Beliefs	Festivals	B4.3.1.1.	B4.3.1.1.1	Pictures, Charts,
	And Values				Video Clip
7	Our Beliefs	Basic Human	B4.3.2.1.	B4.3.2.1.1	Pictures, Charts,
	And Values	Rights			Video Clip
8	Our Beliefs	Being a Leader	B4.3.2.1	B4.3.2.1.1.	Pictures, Charts,
	And Values				Video Clip
9	Our Nation	Being a Leader	B4.3.3.1.	B4.3.3.1.1.	Pictures, Charts,
	Ghana				Video Clip
10	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip
11	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip
12	Our Nation	Being a Leader	B4 3.4.1.	B4 3.4.1.1	Pictures, Charts,
	Ghana				Video Clip

Termly Scheme of Learning (SOL) for B4 Term 2 HISTORY OF GHANA

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
2	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	Major Historical Locations	B4.1.4.1.	B4.1.4.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
5	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
6	My Country Ghana	SOME SELECTED INDIVIDUALS	B4.2.5.1.	B4.2.5.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
8	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
9	Europeans in Ghana	Missionary Activities	B4.3.3.1.	B4.3.3.1.1	A map of Ghana, Posters, documentary
10	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary
11	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary
12	Colonisation and Developments under Colonial Rule in Ghana	Establishing British Rule in Ghana	B4.4.1.1.	B4.4.1.1.1	A map of Ghana, Posters, documentary

Termly Scheme of Learning (SOL) for B4 Term 2 SCIENCE

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Diversity of	LIFE CYCLES OF	B4.2. 2.1.	B4.2. 2.1.1	Plants and
	matter	ORGANISMS			animals in the
2	Diversity of	LIFE CYCLES OF	B4.2.2.1.	B4.2.2.1.2	environment,
	matter	ORGANISMS			plastics, stones,
					pictures
					videos paper,
3	SYSTEMS	THE HUMAN	B4.3.1.1.	B4.3.1.1.1	Plants and
		BODY SYSTEMS			animals in the
4	SYSTEMS	THE HUMAN	B4.3.1.1.	B4.3.1.1.1	environment,
		BODY SYSTEMS			plastics, stones,
5	SYSTEMS	THE SOLAR	B4.3.2.1.	B4.3.2.1.1	pictures
	313121013	SYSTEM	D4.3.2.1.	D4.3.2.1.1	videos paper
	SYSTEMS	ECOCYCTEN 4	D4 2 2 4	D4 2 2 4 4	Diamete and
6	STSTEIVIS	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	Plants and animals in the
					environment,
7	SYSTEMS	Ecosystem	B4.3.3.1.	B4.3.3.1.1	plastics,
					stones, pictures
8	FORCES AND ENERGY	OURCES AND	B4.4.1.1.	B4.4.1.1.1	videos paper
	ENERGY	FORMS OF ENERGY			
9	FORCES AND	ELECTRICITY	B4.4.2.1.	B4.4.2.1.1	
	ENERGY	AND			
		ELECTRONICS			
10	FORCES AND ENERGY	ELECTRICITY AND	B4.4.2.1.	B4.4.2.1.2	
	21121101	ELECTRONICS			
11	FORCES AND	ELECTRICITY	B4.4.2.1.	B4.4.2.1.2	Plants and
	ENERGY	AND ELECTRONICS			animals in the environment,
12	FORCES AND	ELECTRICITY	B4.4.2.1.	B4.4.2.1.2	plastics,
	ENERGY	AND			stones,
		ELECTRONICS			pictures
					videos paper

Scheme of Learning for B4 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B4.1.6.1. B4.1.6.1.	B4.1.6.1.1 B4.1.6.1.2	Drums, drum sticks, recorded audios,
2.	Oral	Talking about	B4.1.7.1.	B4.1.7.1.1	Manila cards,
	Language	Oneself, Family,	B4.1.7.1.	B4.1.7.1.2	recorded audio
		People and	B4.1.9.1.	B4.1.9.1.1	visuals
		Places/ Asking			
		and Answering			
	_	Questions			_
3.	Reading	Vocabulary /	B4.2.5.1.	B4.2.5.1.3	Pictures of
		Comprehension	B4.2.6.1.	B4.2.6.1.1	animals, Manila
			B4.2.6.1.	B4.2.6.1.2	cards, markers,
					recorded
					audiovisual
4.	Reading	Silent Reading	B4.2.7.1.	B4.2.6.1.3	Manila cards,
			B4.2.7.1	B4.2.7.1.1	markers, recorded
			B4.2.7.1.	B4.2.7.1.2	audio-
			_		visual
5.	Writing	Penmanship/	B4.3.1.1.	B4.3.1.1.3	Manila cards,
		Handwriting			markers, recorded
					audio- visual
6.	Composition	Persuasive	B4.4.4.1.	B4.4.4.1.2	Manila Cards,
	Writing	Writing	B4.4.4.1.	B4.4.4.1.3	Class reader
			B4.4.5.1.	B4.4.5.1.1	
7.	Composition	Argumentative	B4.4.5.1.	B4.4.5.1.2	Manila Cards,
	Writing	Writing	B4.4.5.1.	B4.4.5.1.3	Markers
			B4.4.6.1.	B4.4.6.1.1	
8.	Composition	Informative/	B4.4.6.1.	B4.4.6.1.2	Word cards, Manila
	Writing	Academic	B4.4.6.1.	B4.4.6.1.3	card
		Writing &	B4.4.7.1.	B4.4.7.1.1	Markers Word
		Literary Writing			cards Manila card Markers
					INIGIVEIS

9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of qualifying words) & (Use of post positions)	B4.5.3.1. B4.5.4.1 B4.5.4.1. B4.5.4.1.	B4.5.3.1.3 B4.5.4.1.1 B4.5.4.1.2 B4.5.4.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of postpositions)	B4.5.4.1. B4.5.5.1. B4.5.5.1. B4.5.5.1.	B4.5.4.1.4 B4.5.5.1.1 B4.5.5.1.2 B4.5.5.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B4.6.3.1.	B4.6.3.1.1	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B4.6.3.1.	B4.6.3.1.2	Manila Cards, Markers

TERM TWO BASIC FIVE TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B5 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Fractions	B5.1.3.1	B51313	Counters,
				B51314	bundle and loose straws,
2	Number	Fractions	B5.1.3.1	B51315	Paper strips, Cut out cards
				B51316	
3	Number	Fractions	B5.1.4.1	B51411	Counters,
				B51211	bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B5.1.4.1	B51412	Counters,
				B51413	bundle and loose straws, Paper strips,
					Cut out cards
5	Number	Fractions	B5.1.4.1	B51414	Counters,
				B51415	bundle and
					loose straws, Paper strips,
					Cut out cards
6	Number	Fractions	B5.1.4.1	B51511	Counters,
				B51512	bundle and
					loose straws,
					Paper strips,
					Cut out cards
7	Algebra	Patterns and	B5.1.4.1	B51513	Counters,
		Relationships	B5.2.1.1	B52111	bundle and
				B32111	loose straws,
					Paper strips,
0	Almalana	Dattamasasal	DE 2.4.4	DE2442	Cut out cards
8	Algebra	Patterns and	B5.2.1.1	B52112 B52113	Counters, bundle and
		Relationships		D32113	loose straws,
					Paper strips,
					Cut out cards
9	Algebra	Patterns and	B5.2.1.1	B52114	Counters,
-	05.57 %	Relationships		B52115	bundle and
		'			loose straws,
					Paper strips,
					Cut out cards

10	Algebra	Patterns and	B5.2.1.1	B52116	Counters,
10	Aigebia		D3.2.1.1	D32110	· ·
		Relationships		DF3447	bundle and
				B52117	loose straws,
					Paper strips,
					Cut out cards
	Algebra	Algebraic	B5.2.1.1		Counters,
11		Expressions		B52118	bundle and
				B52211	loose straws,
					Paper strips,
					Cut out cards
	data	Algebraic	B5.2.1.1	B52118	Counters,
12		Expressions		B52211	bundle and
					loose straws,
					Paper strips,
					Cut out cards

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD		RESOURCES
1	Colonisation	Social	B5.4.2.1.	B5.4212	A map of
	And	Development			Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
2	Colonisation	Social	B5.4.2.1.	B5.4212	A map of
	And	Development			Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
3	Colonisation	Social	B5.4.2.1.	B5.4212	A map of
	And	Development			Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
4	Colonisation	Economic	B5.4.3.2	B54321	A map of
	And	Development			Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
5	Colonisation	Economic	B5.4.3.2	B54321	A map of
	And	Development			Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
6	Colonisation	Economic	B5.4.3.2		A map of
	And	Development		B54321	Ghana,
	Developments				Posters,
	Under Colonial				documentary
	Rule In Ghana				
7	Journey To	Early Protest	B5.5.1.1	B55111	A map of
	Independence	Movements			Ghana,
					Posters,
					documentary
8	Journey To	Early Protest	B5.5.1.1	B55111	A map of
	Independence	Movements			Ghana,
					Posters,
					documentary

9	Journey To	Early Protest	B5.5.1.1	B55111	A map of
	Independence	Movements			Ghana,
					Posters,
					documentary
10	Journey To	Early Protest	B5.5.1.1	B55111	A map of
	Independence	Movements			Ghana,
					Posters,
					documentary
11	ourney To	Early Protest	B5.5.1.1	B55112	A map of
	ndependence	Movements			Ghana,
					Posters,
					documentary
12	Journey To	Early Protest	B5.5.1.1	B55112	A map of
	Independence	Movements			Ghana,
					Posters,
					documentary

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	Earth Science	B5.2.1.5	B52151	Plants and animals in the
2	Diversity of matter	Earth Science	B5.2.1.5	B52152	environment, plastics, stones, pictures videos paper,
3	Diversity of matter	Life Cycle of Organism	B5.2.2.1	B52211	Plants and animals in the environment,
4	Diversity of matter	Life Cycle of Organism	B5.2.2.1	B52212	plastics, stones,
5	Diversity of matter	The Human Body system	B5311	B53111	pictures videos paper
6	Diversity of matter	The Solar System	B5321	B53211	Plants and animals in the
7	Diversity of matter	Ecosystem	B5331	B53311	environment, plastics, stones,
8	Diversity of matter	Sources and Forms of Energy	B5411	B54111	pictures videos paper
9	Diversity of matter	Sources and Forms of Energy	B5411	B54112	
10	Diversity of matter	Sources and Forms of Energy	B5412	B54121	
11	Diversity of matter	Sources and Forms of Energy	B1.4.1.2.	B1.4.1.2.2	Plants and animals in the environment,
12	Diversity of matter	Sources and Forms of Energy	B1.4.1.2.	B1.4.1.2.2	plastics, stones, pictures videos paper

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATOR	RESOURCE
4	D 1: :	D !:	STANDARD	S 2.1.1.1	S
1	Religious	Religious Worship	B5.2.1.1	B5.2.1.1.1	wall charts,
	practices and	in the Three Major			wall words,
	their moral	Religions in Ghana			posters,
	implications				video clip,
	D 1: :	D !:	DE 2.4.4	DE 2.4.4.4	etc
2	Religious	Religious Worship	B5.2.1.1.	B5.2.1.1.1	wall charts,
	practices and	in the Three Major			wall words,
	their moral	Religions in Ghana			posters,
	implications				video clip,
2	Delisieus	Delinia va Manalain	DE 2.4.4		etc
3	Religious	Religious Worship	B5.2.1.1.	DE 2.4.1.2	wall charts,
	practices and their moral	in the Three Major		B5.2.1.1.2	wall words,
		Religions in Ghana			posters,
	implications				video clip, etc
4	Religious	Religious Worship	B5.2.1.1.1	B5.2.1.1.2	wall charts,
7	practices and	in the Three Major	D3.2.1.1.1	D3.2.1.1.2	wall words,
	their moral	Religions in Ghana			posters,
	implications	Keligions in Onana			video clip,
	Implications				etc
5	Religious	Religious Festivals	B5.2.2.1.	B5.2.2.1.1	wall charts,
5	practices and	in the Three Major	03.2.2.1.	05.2.2.1.1	wall words,
	their moral	Religions in Ghana			posters,
	implications	rengions in onana			video clip,
	Implications				etc
6	Religious	Religious Festivals	B5.2.2.1.	B5.2.2.1.1	wall charts,
	practices and	in the Three Major			wall words,
	their moral	Religions in Ghana			posters,
	implications				video clip,
	,				etc
7	Religious Leaders	Ministry of the	B5.3.1.1.	B5.3.1.1.1	wall charts,
		Leaders of the			wall words,
		Three Major			posters,
		Religions in Ghana			video clip,
					etc
8	Religious Leaders	Ministry of the	B5.3.1.1.	B5.3.1.1.1	wall charts,
	_	Leaders of the			wall words,
		Three Major			posters,
		Religions in Ghana			video clip,
					etc
9	Religious Leaders	Ministry of the	B5.3.1.1.1	B5.3.1.1.2	wall charts,
		Leaders of the			wall words,

		Three Major Religions in Ghana			posters, video clip, etc
10	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5.3.1.1.	B5.3.1.1.2	wall charts, wall words, posters, video clip, etc
11	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5 3.1.1.	B5 3.1.1.2:	wall charts, wall words, posters, video clip, etc
12	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5 3.1.1.	B5 3.1.1.2:	wall charts, wall words, posters, video clip, etc

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	The Environment and the Weather	B5.2.1.3	B5.2.1.3.1	Pictures, Charts, Video Clip
2	All Around Us	Plants and Animals	B5.2.2.1	B5.2.2.1.1	Pictures, Charts, Video Clip
3	All Around Us	Map Making and Land Marks	B5.2.3.1	B5.2.3.1.1	Pictures, Charts, Video Clip
4	All Around Us	Population and Settlement	B5.2.4.1	B5.2.4.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Worship	B5.3.1.1	B5.3.1.1.1	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B5.3.2.1	B5.3.2.1.1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B5.3.3.1	B5.3.3.1.1	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B5.3.4.1	B5.3.4.1.1	Pictures, Charts, Video Clip
9	Our Nation Ghana	Being a Citizen	B5.4.1.1	B5.4.1.1.1	Pictures, Charts, Video Clip
10	Our Nation Ghana	Being a Citizen	B5.4.1.2	B5.4.1.2.1	Pictures, Charts, Video Clip
11	Our Nation Ghana	Being a Citizen	B5.4.1.2.	B5.4.1.2.1	Pictures, Charts, Video Clip
12	Our Nation Ghana	Being a Citizen	B5.4.1.2.	B5.4.1.2.1	Pictures, Charts, Video Clip

Termly Scheme of Learning (SOL) for B5 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Talking About Oneself, Etc	B5.1.6.2.	B5.1.6.2.2	Word cards sentence cards,
	Reading	Vocabulary	B5.2.6.3	B5.2.6.3.1	class library
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.3.	
	Writing	Writing As A Process	B5.4.9.2	B5.4.9.2.1	
	Using Writing	Using Naming	B5.5.3.1		
	Conventions	Words		B5.5.3.1.4.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
2	Oral Language	Talking About Oneself, Etc	B5.1.6.3.	B5.1.6.3.1	Word cards sentence cards,
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.1	class library
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.3.	
	Writing	Writing As A Process	B5.4.9.2	B5.4.9.2.1	
	Using Writing Conventions	Using Naming Words	B5.5.3.1	B5.5.3.1.4.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
3	Oral Language	Talking About Oneself, Etc	B5.1.6.3.	B5.1.6.3.2	Word cards sentence cards,
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.2	class library
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.4.	
	Writing	Writing As A Process	B5.4.9.3	B5.4.9.3.1	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B5.1.6.3.	B5.1.6.3.3	Word cards sentence cards,
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.3	class library
	Grammar Usage At Word	Determiners	B5.3.2.1	B5.3.2.1.4.	

	Writing	Writing As A	B5.4.9.3	B5.4.9.3.2	
		Process			
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.1.	
	Extensive	Building The	B5.6.1.1	B5.6.1.1.1	
	Reading	Love And			
		Culture Of Reading			
5	Oral Language	Listening	B5.1.7.1.	B5.1.7.1.1	Word cards
		Comprehension			sentence cards,
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.1	class library
	Grammar Usage At Word	Determiners	B5.3.2.1	B5.3.2.1.5.	
	Writing	Writing As A Process	B5.4.9.3	B5.4.9.3.3.	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.2.	
	Extensive Reading	Building The Love And Culture Of	B5.6.1.1	B5.6.1.1.1	
		Reading			
6	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.2.	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.2.	class library
	Grammar Usage At Word	Determiners	B5.3.2.1	B5.3.2.1.5.	
	Writing	Writing As A Process	B5.4.9.3	B5.4.9.3.3.	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
7	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.3.	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.3.	class library
	Grammar Usage	Pronouns	B5.3.3.1	B5.3.3.1.1.	
	At Word				
	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1.	
	Using Writing	Using Action	B5.5.4.1	B5.5.4.1.3.	
	Conventions	Words/Verbs			
	Extensive Reading	Building The Love And	B5.6.1.1	B5.6.1.1.1	

		Culture Of Reading			
8	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.4.	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.4.	class library
	Grammar Usage At Word	Pronouns	B5.3.3.1	B5.3.3.1.1.	
	Writing	Narrative Writing	B5.4.10.1	B5.4.10.1.1.	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.3.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
9	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.5.	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.1	class library
	Grammar Usage At Word	Adjectives	B5.3.4.1	B5.3.4.1.1.	
	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.1.	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
10	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.6	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	class library
	Grammar Usage At Word	Adjectives	B5.3.4.1	B5.3.4.1.1.	
	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.1.	
	Using Writing Conventions	Using Action Words/Verbs	B5.5.4.1	B5.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
11	Oral Language	Asking and Answering	B5.1.7.1.	B5.1.7.1.7.	Word cards sentence cards,
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	class library
	Grammar Usage At Word	Verbs	B5.3.5.1	B5.3.5.1.1	

	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.2.	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B5.5.5.1.	B5.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	
12	Oral Language	Asking And	B5.1.8.1.	B5.1.8.1.1.	Word cards
		Answering		B5.1.8.2.1.	sentence cards,
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	class library
	Grammar Usage At Word	Verbs	B5.3.5.1	B5.3.5.1.1	
	Writing	Creative/Free Writing	B5.4.11.1	B5.4.11.1.2.	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B5.5.5.1.	B5.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1	B5.6.1.1.1	

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Technology in the community (communication)	B5.1.4.1	B5.1.4.1.2. B5.1.4.1.3. B5.1.4.1.4.	Mouse, keyboard, monitor, system unit and its components
2	Presentation	Introduction to MS-PowerPoint (Tabs and ribbons of MS- PowerPoint)	B5.2.1.1	B5.2.1.1.1. B5.2.1.1.2.	Images of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section 10
3	Word processing	Introduction to Word Processing (Tabs and ribbons of word processing)	B5.3.1.1	B5.3.1.1.1. B5.3.1.1.2.	Images of clipboard, styles, fonts, paragraph and
4	Programming and databases	Introduction to databases, algorithm and programming.	B5.5.1.3	B5.5.1.3.1. B5.5.1.3.2. B5.5.1.3.3.	Mouse, keyboard, monitor, system unit and its components
5	Programming and databases	Introduction to databases, algorithm and programming.	B5.5.1.3	B5.5.1.3.4. B5.5.1.3.5. B5.5.1.3.6.	Mouse, keyboard, monitor, system unit and its components
6	Programming and databases	Introduction to Electronic Spreadsheet	B5.5.1.2	B5.5.1.2.1. B5.5.1.2.2. B5.5.1.2.3.	Mouse, keyboard, monitor, system unit and its components
7	Internet and social media	Network Overview	B5.6.1.1	B5.6.1.1.1. B5.6.1.1.2. B5.6.1.1.3.	Mouse, keyboard, monitor, system unit

					and its
					components
8	Internet and	Web browsers	B5.6.2.1	B5.6.2.1.1.	Laptops,
	social media	and Web Pages		B5.6.2.1.2.	smart
				B5.6.2.1.2.	phones
9	Internet and	Web browsers	B5.6.2.1	B5.6.2.1.4.	Laptops,
	social media	and Web Pages		B5.6.2.1.5.	smart
				B5.6.2.1.6.	phones
10	Internet and	Web browsers	B5.6.2.1	B5.6.2.1.7.	Laptops,
	social media	and Web Pages		B5.6.2.1.8.	smart
				B5.6.2.1.9.	phones
11	Internet and	Surfing the	B5.6.3.1	B5.6.3.1.1	Laptops,
	social media	world wide web		B5.6.3.1.2	smart
					phones
12	Internet and	Surfing the	B5.6.3.1	B5.6.3.1.3	Laptops,
	social media	world wide web		B5.6.3.1.4	smart
					phones

Termly Scheme of Learning (SOL) for B5 Term 2 PHYSICAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.1.3.1	B5.1.3.1.1	Balls, Videos and Picture,
2	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.1.3.1	B5.1.3.1.2	Drums, Speakers
3	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.1.3.1	B5.1.3.1.3	Balls, Videos and Picture,
4	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.2.1.2	B5.2.1.2.1	Drums, Speakers
5	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.2.2.2	B5.2.2.1	Balls, Videos and Picture,
6	Motor Skills and Movement Pattern	locomotor, manipulative and rhythmic skills	B5.2.3.2	B5.2.3.2.1	Drums, Speakers
7	Motor Skills and Movement Pattern	Space Awareness, Dynamics, Relations, Body Management and Strategies	B5.2.4.2.	B5.2.4.2.1	Balls, Videos and Picture,
8	Motor Skills and Movement Pattern	Space Awareness, Dynamics, Relations, Body Management and Strategies	B5.2.5.2	B5.2.5.2.1	Drums, Speakers
9	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics,	B5.2.4.2	B5.2.4.2.4	Balls, Videos and Picture,

		Relations, Body Management and Strategies			Drums, Speakers
10	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B5.2.5.2	B5.2.5.2.5	Balls, Videos and Picture, Drums, Speakers
11	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B5.3.1.3	B5.3.1.3.1	Videos and Picture, Drums
12	PHYSICAL FITNESS	Aerobic capacity, strength, endurance, flexibility and body composition	B5.3.2.3	B5.3.2.3.1	

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.3	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B5.2.1.1	B5.2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.2	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.2.2	-do-
5	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.2	-do-
6	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.2	-do-
7	Visual arts	Appreciating and Appraising (Visual Arts)	B5.1.4.6.	B5.1.4.6.2	-do-
8	Performing arts	Appreciating and Appraising (Performing Arts)	B5.2.4.6	B5.2.4.6.2	-do-
9	Visual and Performing Arts	Appreciating and Appraising (Visual Arts)	B5.1.1.1 B5.2.1.1	B5.1.1.1.4 B5.2.1.1.4	-do-
10	Visual and Performing Arts	Appreciating and Appraising (Performing Arts)	B5.1.2.3 B5.2.2.3	B5.1.2.3.2 B5.2.2.3.2	-do-
11	Visual and Performing Arts	Display and Sharing School-Based Project (Visual and	B5.1.3.5 B5.2.3.5	B5.1.3.5.2 B5.2.3.5.2	-do-

		Performing Arts)			
12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B5.1.4.7 B5.2.4.7	B5.1.4.7.2 B5.2.4.7.1	-do-

KEY

T&E: Thinking and Exploring PM&C: Planning, Making and Composing

D&S: Displaying and Sharing A&A: Appreciating and Appraising

Scheme of Learning for B5 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B5.1.6.1. B5.1.6.1. B5.1.6.1.	B5.1.6.1.1. B5.1.6.1.2 B5.1.6.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places / Asking and Answering	B5.1.7.1. B5.1.7.1. B5.1.9.1.	B5.1.7.1.1 B5.1.7.1.3 B5.1.9.1.1	Manila cards, recorded audio visuals
3.	Reading	Vocabulary (Sight and content vocabulary) / Comprehension	B5.2.5.1. B5.2.6.1. B5.2.6.1.	B5.2.5.1.2 B5.2.6.1.1 B5.2.6.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Silent Reading	B5.2.7.1. B5.2.7.1.	B5.2.7.1.1 B5.2.7.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B5.3.1.1. B5.3.1.1.	B5.3.1.1.3 B5.3.1.1.4	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Descriptive Writing / Persuasive Writing	B5.4.3.1. B5.4.4.1. B5.4.4.1.	B5.4.3.1.3 B5.4.4.1.1 B5.4.4.1.2	Manila Cards, Class reader
7.	Composition Writing	Persuasive Writing / Argumentative Writing	B5.4.4.1. B5.4.5.1. B5.4.5.1.	B5.4.4.1.3 B5.4.5.1.1 B5.4.5.1.2	Manila Cards, Markers
8.	Composition Writing	Argumentative Writing	B5.4.5.1. B5.4.6.1.	B5.4.5.1.3 B5.4.6.1.1	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing Conventions / Usage	Grammar in Written Language (Use of action words) & (Use of qualifying words)	B5.5.3.1. B5.5.4.1. B5.5.4.1.	B5.5.3.1.2 B5.5.4.1.1 B5.5.4.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of postpositions) & (Use of simple and compound sentences)	B5.5.5.1. B5.5.5.1. B5.5.6.1.	B5.5.5.1.1 B5.5.5.1.3 B5.5.6.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B5.6.3.1. B5.6.3.1.	B5.6.3.1.1 B5.6.3.1.2	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems, Narratives and Short Stories	B5.6.3.1.	B5.6.3.1.3	Manila Cards, Markers

TERM TWO BASIC SIX TERMLY SCHEME OF LEARNING

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Number	Number	B6.1.1.6.	B6.1.1.6.1	Counters, bundle and
		Operations	B6.1.2.6.	B6.1.2.6.2	loose straws, Paper
					strips, Cut out cards
2	Number	Number	B6.1.2.6.	B6.1.2.6.2	Counters, bundle and
		Operations,	B6.1.1.4.	B6.1.1.4.3	loose straws, Paper
		Fractions	B6.1.3.1.	B6.1.3.1.1	strips, Cut out cards
3	Number	Fractions	B6.1.3.1	B6.1.3.1.1	Counters, bundle and
				B6.1.3.1.2	loose straws, Paper
					strips, Cut out cards
4	Number	Fractions	B6.1.3.1.	B6.1.3.1.2	Counters, bundle and
				B6.1.3.1.3	loose straws, Paper
					strips, Cut out cards
5	Number	Fractions	B6.1.3.1.	B6.1.3.1.3	Counters, bundle and
				B6.1.4.1.1	loose straws, Paper
					strips, Cut out cards
6	Number	Ratios and	B6.1.4.1	B6.1.4.1.1	Counters, bundle and
		Proportion		B6.1.4.1.2	loose straws, Paper
					strips, Cut out cards
7	Number	Ratios and	B6.1.4.1	B6.1.4.1.2	Counters, bundle and
		Proportion	B6.1.4.2.	B6.1.4.2.1	loose straws, Paper
					strips, Cut out cards
8	Number	Ratios and	B6.1.4.2.	B6.1.4.2.1	Counters, bundle and
		Proportion		B6.1.4.2.3	loose straws, Paper
					strips, Cut out cards
9	Number,	Ratios and	B6.1.4.2.	B6.1.4.2.3	Counters, bundle and
	Algebra	Proportion,	B6.2.1.1	B6.2.1.1.4	loose straws, Paper
		Pattern and			strips, Cut out cards
		Relationships			
10	Algebra	Pattern and	B6.2.1.1	B6.2.1.1.4	Counters, bundle and
		Relationships			loose straws, Paper
					strips, Cut out cards
11	Algebra	Pattern and	B6.2.1.1	B6.2.1.1.7	Counters, bundle and
		Relationships	B6.2.2.1	B6.2.1.1.8	loose straws, Paper
				B6.2.2.1.1	strips, Cut out cards
12	Algebra	Algebraic	B6.2.2.1	B6.2.2.1.1	Counters, bundle and
		Expressions			loose straws, Paper
					strips, Cut out cards

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.1	A map of Ghana,
	Independence	Independence			Posters, documentary
2	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.1	A map of Ghana,
	Independence	Independence			Posters, documentary
3	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.1	A map of Ghana,
	Independence	Independence			Posters, documentary
4	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.1	A map of Ghana,
	Independence	Independence			Posters, documentary
5	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.2	A map of Ghana,
	Independence	Independence			Posters, documentary
6	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.2	A map of Ghana,
	Independence	Independence			Posters, documentary
7	Journey to	Ghana Gains	B6.5.4.1	B6.5.4.1.2	A map of Ghana,
	Independence	Independence			Posters, documentary
8	Journey to	Ghana Gains	B6.5.4.1.	B6.5.4.1.2	A map of Ghana,
	Independence	Independence			Posters, documentary
9	Independent	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana,
	Ghana				Posters, documentary
10	Independent	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana,
	Ghana				Posters, documentary
11	Independent	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana,
	Ghana				Posters, documentary
12	Independent	The Republics	B6.6.1.1.	B6.6.1.1.1	A map of Ghana,
	Ghana				Posters, documentary

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B6. 1.1.1.	B6. 1.1.1.3.	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing Arts	Thinking and Exploring Ideas	B6. 2.1.1.	B6. 2.1.1.3	-do-
3	Performing Arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.2	-do-
4	Performing Arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.2	-do-
5	Visual Arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.2	-do-
6	Performing Arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.2	-do-
7	Visual Arts	Appreciating and Appraising	B6 1.4.6.	B6 1.4.6.2	-do-
8	Performing Arts	Appreciating and Appraising	B6 2.4.6.	B6 2.4.6.2	-do-
9	Visual Arts Performing Arts	Thinking and Exploring Ideas	B6. 1.1.1. B6. 2.1.1.	B6. 1.1.1.4 B6. 2.1.1.4	-do-
10	Visual Arts Performing Arts	Planning, Making and Composing	B6 1.2.3. B6 2.2.3.	B6 1.2.3.2 B6 2.2.3.2	-do-
11	Visual Arts Performing Arts	Displaying and Sharing	B6 1.3.5. B6 2.3.5.	B6 1.3.5.2 B6 2.3.5.2	-do-
12	Performing Arts	Appreciating and Appraising	B6 1.4.7. B62.4.7.	B6 1.4.7.2 B62.4.7.2	-do-

Termly Scheme of Learning (SOL) for B6 Term 2 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral	Talking About	B6.1.6.2.	B6.1.6.2.2	Word cards
	Language	Oneself, Etc			sentence
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	cards, class
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	library
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.1	_
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
2	Oral	Talking About	B6.1.6.3.	B6.1.6.3.1	Word cards
	Language	Oneself, Etc			sentence
	Reading	Vocabulary	B6.2.6.3.	B6.2.6.3.1	cards, class
	Grammar Usage At Word	Adjectives	B6.3.4.1.	B6.3.4.1.1	library
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.2.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
3	Oral Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.2	Word cards sentence
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.1	cards, class
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.1	library
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.3	

1	Using Writing	Using Action	B6.5.4.1.	B6.5.4.1.2	
	Conventions	Words			
	Extensive	Building The	B6.6.1.1.	B6.6.1.1.1	1
	Reading	Love And	- -		
		Culture Of			
		Reading			
4	Oral	Talking About	B6.1.6.3.	B6.1.6.3.3	Word cards
	Language	Oneself, Etc			sentence
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.2	cards, class
	Grammar	Verbs	B6.3.5.1.	B6.3.5.1.2	library
	Usage At		201010121		,
	Word				
	Writing	Narrative	B6.4.9.3.	B6.4.9.3.1	1
		Writing			
	Using Writing	Using Action	B6.5.4.1.	B6.5.4.1.2	1
	Conventions	Words			
	Extensive	Building The			1
	Reading	Love And	B6.6.1.1.	B6.6.1.1.1	
		Culture Of			
		Reading			
5	Oral	Listening	B6.1.7.1.	B6.1.7.1.1.	Word cards
	Language	Comprehension			sentence
1					
	Reading	Vocabulary	B6.2. 6.4.	B6.2. 6.4.3.	cards, class
	Reading Grammar	Vocabulary Verbs	B6.2. 6.4. B6.3.5.1.	B6.2. 6.4.3. B6.3.5.1.3	
		,			cards, class
	Grammar	,			cards, class
	Grammar Usage At	,			cards, class
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	cards, class
	Grammar Usage At Word	Verbs Narrative	B6.3.5.1.	B6.3.5.1.3	cards, class
	Grammar Usage At Word Writing	Verbs Narrative Writing	B6.3.5.1. B6.4.9.3.	B6.3.5.1.3 B6.4.9.3.2	cards, class
	Grammar Usage At Word Writing Using Writing	Verbs Narrative Writing Using Action	B6.3.5.1. B6.4.9.3.	B6.3.5.1.3 B6.4.9.3.2	cards, class
	Grammar Usage At Word Writing Using Writing Conventions	Verbs Narrative Writing Using Action Words	B6.3.5.1. B6.4.9.3. B6.5.4.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3	cards, class
	Grammar Usage At Word Writing Using Writing Conventions Extensive	Verbs Narrative Writing Using Action Words Building The	B6.3.5.1. B6.4.9.3. B6.5.4.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3	cards, class
	Grammar Usage At Word Writing Using Writing Conventions Extensive	Verbs Narrative Writing Using Action Words Building The Love And	B6.3.5.1. B6.4.9.3. B6.5.4.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3	cards, class
6	Grammar Usage At Word Writing Using Writing Conventions Extensive	Verbs Narrative Writing Using Action Words Building The Love And Culture Of	B6.3.5.1. B6.4.9.3. B6.5.4.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3	cards, class
6	Grammar Usage At Word Writing Using Writing Conventions Extensive Reading	Verbs Narrative Writing Using Action Words Building The Love And Culture Of Reading	B6.3.5.1. B6.4.9.3. B6.5.4.1. B6.6.1.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1.	cards, class
6	Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral	Verbs Narrative Writing Using Action Words Building The Love And Culture Of Reading Listening	B6.3.5.1. B6.4.9.3. B6.5.4.1. B6.6.1.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1.	cards, class library
6	Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language	Verbs Narrative Writing Using Action Words Building The Love And Culture Of Reading Listening Comprehension	B6.3.5.1. B6.4.9.3. B6.5.4.1. B6.6.1.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1.	cards, class library Word cards sentence
6	Grammar Usage At Word Writing Using Writing Conventions Extensive Reading Oral Language Reading	Verbs Narrative Writing Using Action Words Building The Love And Culture Of Reading Listening Comprehension Comprehension	B6.3.5.1. B6.4.9.3. B6.5.4.1. B6.6.1.1. B6.2.7.1.	B6.3.5.1.3 B6.4.9.3.2 B6.5.4.1.3 B6.6.1.1.1. B6.1.7.1.2	cards, class library Word cards sentence cards, class

	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.3	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
7	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.3.	Word cards sentence
	Reading Grammar Usage At Word	Comprehension Verbs	B6.2.7.1. B6.3.5.1.	B6.2.7.1.2 B6.3.5.1.4	cards, class library
	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.2	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
8	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.4	Word cards sentence
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	cards, class
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.6	library
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.4	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
9	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.5	Word cards sentence
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.4	cards, class
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	library

	Writing	Descriptive	B6.4.12.1	B6.4.12.1.1	
		Writing			
	Using Writing	Using	B6.5.5.1	B6.5.5.1	
	Conventions	Qualifying			
		Words-			
		Adjectives			
	Extensive	Building The	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
10	Oral	Listening	B6.1.7.1.	B6.1.7.1.6.	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	cards, class
	Grammar	Verbs	B6.3.5.1.	B6.3.5.1.7	library
	Usage At				
	Word				
	Writing	Descriptive	B6.4.12.1.	B6.4.12.1.1	
		Writing			
	Using Writing	Using	B6.5.5.1	B6.5.5.1	
	Conventions	Qualifying			
		Words-			
		Adjectives			
	Extensive	Building The	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
11	Oral	Listening	B6.1.7.1.	B6.1.7.1.7	Word cards
	Language	Comprehension			sentence
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	cards, class
	Grammar	Verbs	B6.3.5.1.	B6.3.5.1.7	library
	Usage At				
	Word				
	Writing	Descriptive	B6.4.12.1.	B6.4.12.1.1	
		Writing			
	Using Writing	Using	B6.5.6.1.	B6.5.6.1.1	
	Conventions	Qualifying			
		Words-			
		Adverbs			
	I.	l	l .	1	l

	Extensive	Building The	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			
12	Oral	Listening	B6.1.8.1.	B6.1.8.1.1.	Word cards
	Language	Comprehension	B6.1.8.2.	B6.1.8.2.1	sentence
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	cards, class
	Grammar	Verbs	B6.3.5.1.	B6.3.5.1.7	library
	Usage At				
	Word				
	Writing	Descriptive	B6.4.12.1.	B6.4.12.1.1	
		Writing			
	Using Writing	Using	B6.5.6.1.	B6.5.6.1.1	
	Conventions	Qualifying			
		Words-			
		Adverbs			
	Extensive	Building The	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Love And			
		Culture Of			
		Reading			

Termly Scheme of Learning (SOL) for B6 Term 2 PHYSICAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	B6.1.2.1.	B6.1.2.1.11	Balls
2	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	B6.1.2.1.	B6.1.2.1.12	Pictures and Videos
3	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	B6.1.3.1.	B6.1.3.1.1	Drums, Clappers, Video and Pictures
4	Movement Concepts, Principles and Strategies	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	B6.1.3.1.	B6.1.3.1.2	Video and Pictures
5	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B6.2.1.2.	B6.2.1.2.1	Pictures and Video
6	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B6.2.2.2.	B6.2.2.2.1	Pictures and Video
7	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B6.2.3.2.	B6.2.3.2.1	Pictures and Video
8	Movement Concepts, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B6.2.4.2.	B6.2.4.2.1:	Pictures and Video

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9	Movement Concepts,	Space Awareness, Dynamics, Relations,	B6.2.5.2.	B6.2.5.2.1:	Pictures and Video
	Principles	Body Management			Video
	and Strategies	and Strategies			
10	Physical	Aerobic Capacity,	B6.3.1.3.	B6.3.1.3.1	Drums,
	Fitness	Strength, Endurance,			Laptop,
					Speakers
		Flexibility And Body			
		Composition			
11	Physical	Aerobic Capacity,	B6.3.2.3.	B6.3.2.3.1	Drums,
	Fitness	Strength, Endurance,			Laptop,
		Flexibility And Body			Speakers,
		Composition			
12	Physical	Aerobic Capacity,	B6.3.3.3.	B6.3.3.3.1	Drums,
	Fitness	Strength, Endurance,			Laptop,
		Flexibility And Body			Speakers
		Composition			

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	SYSTEMS	THE HUMAN BODY SYSTEMS	B6.3.1.1.	B6.3.1.1.1	Plants and animals in the environment,
2	SYSTEMS	THE SOLAR SYSTEM	B6.3.2.1.	B6.3.2.1.1	plastics, stones, pictures videos paper,
3	SYSTEMS	ECOSYSTEM	B6.3.3.1.	B6.3.3.1.1	Plants and animals in the environment,
4	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.1.	B6.4.1.1.1	plastics, stones, pictures videos paper
5	FORCES AND ENERG	SOURCES AND FORMS OF ENERGY	B6.4.1.2.	B6.4.1.2.1	
6	FORCES AND ENERG	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.1	Plants and animals in the environment, plastics, stones, pictures
7	FORCES AND ENERG	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.2	videos paper
8	FORCES AND ENERG	ELECTRICITY AND ELECTRONICS	B6.4.2.2.	B6.4.2.2.1	
9	FORCES AND ENERG	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	
10	FORCES AND ENERG	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	
11	FORCES AND ENERG	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	Plants and animals in the environment, plastics, stones, pictures
12	FORCES AND ENERG	FORCES AND MOVEMENT	B6.4.3.1.	B6.4.3.1.1	videos paper

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Termly Scheme of Learning (SOL) for B6 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Religious	Festivals in the	B6.2.2.1.	B6.2.2.1.2	wall charts,
	practices and	Three Major			wall words,
	their moral	Religions			posters,
	implications				video clip,
					etc
2	Religious	Festivals in the	B6.2.2.1.	B6.2.2.1.2	wall charts,
	practices and	Three Major			wall words,
	their moral	Religions			posters,
	implications				video clip,
					etc
3	Religious	Festivals in the	B6.2.2.1.	B6.2.2.1.3	wall charts,
	practices and	Three Major			wall words,
	their moral	Religions			posters,
	implications				video clip,
					etc
4	Religious	Festivals in the	B6.2.2.1.	B6.2.2.1.3:	wall charts,
	practices and	Three Major			wall words,
	their moral	Religions			posters,
	implications				video clip,
					etc
5	Religious Leaders	The Latter Lives	B6. 3.1.1.	B6. 3.1.1.1	wall charts,
		of Leaders of the			wall words,
		Three Major			posters,
		Religions in			video clip,
		Ghana			etc
6	Religious Leaders	The Latter Lives	B6. 3.1.1.	B6. 3.1.1.1	wall charts,
		of Leaders of the			wall words,
		Three Major			posters,
		Religions in			video clip,
		Ghana			etc
7	Religious Leaders	The Latter Lives	B6. 3.1.1.	B6. 3.1.1.2	wall charts,
		of Leaders of the			wall words,
		Three Major			posters,
		Religions in			video clip,
		Ghana			etc

8	Religious Leaders	The Latter Lives of Leaders of the Three Major Religions in Ghana	B6. 3.1.1.	B6. 3.1.1.2	wall charts, wall words, posters, video clip, etc
9	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
10	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
11	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc
12	The Family and community	Commitment to the God	B6.4.1.1.	B6.4.1.1.1	wall charts, wall words, posters, video clip, etc

WEEKS	STRAND	SUBSTRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	Word	Introduction To	B6.3.1.1.	B6.3.1.1.1	Laptops,
	Processing	Ms-Powerpoint	B6.3.1.1.	B6.3.1.1.2	Images of
			B6.3.1.1.	B6.3.1.1.3	clipboard,
					styles, fonts,
					paragraph
2	Programming	Introduction To	B6.5.1.1.	B6.5.1.1.1	Laptops,
	And Databases	Databases,	B6.5.1.1.	B6.5.1.1.2	
		Algorithm And	B6.5.1.1.	B6.5.1.1.3	
		Programming.			
		Languages			
3	Programming	Introduction To	B6.5.1.1.	B6.5.1.1.5	Laptops,
	And Databases	Databases,	B6.5.1.1.	B6.5.1.1.6.	
		Algorithm And	B6.5.1.1.	B6.5.1.1.7.	
		Programming.			
		Languages			
4	Programming	Introduction To	B6.5.1.1.	B6.5.1.1.8	Laptops,
	And Databases	Databases,	B6.5.1.1.	B6.5.1.1.9.	
		Algorithm And	B6.5.3.1.	B6.5.3.1.1	
		Programming.			
	<u> </u>	Languages			
5	Programming	Introduction To	B6.5.3.1.	B6.5.3.1.2	Laptops,
	And Databases	Electronic	B6.5.3.1.	B6.5.3.1.3.	
		Spreadsheet	B6.5.3.1.	B6.5.3.1.4.	
6	Programming	Introduction To	B6.5.3.1.	B6.5.3.1.5	Laptops,
	And Databases	Electronic	B6.5.3.1.	B6.5.3.1.6	
		Spreadsheet	B6.5.3.1.	B6.5.3.1.7.	
7	Internet And	Network	B6.6.1.1.	B6.6.1.1.1.	Laptops,
	Social Media	Overview	B6.6.1.1.	B6.6.1.1.2.	smart phones
			B6.6.1.1.	B6.6.1.1.3.	
8	Internet And	Web Browsers	B6.6.1.1.	B6.6.1.1.4.	Laptops,
	Social Media	And Web Pages	B6.6.2.1.	B6.6.2.1.1	smart phones
			B6.6.2.1.	B6.6.2.1.2.	
9	Internet And	Web Browsers	B6.6.2.1.	B6.6.2.1.3.	Laptops,
	Social Media	And Web Pages	B6.6.2.1.	B6.6.2.1.4	smart phones
			B6.6.2.1.	B6.6.2.1.5	
10	Internet And	Web Browsers	B6.6.2.1.	B6.6.2.1.6	Laptops,
	Social Media	And Web Pages	B6.6.2.1.	B6.6.2.1.7.	smart phones
			B6.6.3.1.	B6.6.3.1.1.	

11	INTERNET AND	SURFING THE	B6.6.3.1.	B6.6.3.1.2.	Laptops,
	SOCIAL MEDIA	WORLD WIDE	B6.6.3.1.	B6.6.3.1.3.	smart phones
		WEB	B6.6.3.1.	B6.6.3.1.4	
12	Internet And	Surfing The	B6.6.3.1.	B6.6.3.1.5.	Laptops,
	Social Media	World Wide Web	B6.6.4.1.	B6.6.4.1.1.	smart phones
			B6.6.4.1.	B6.6.4.1.2.	

Termly Scheme of Learning (SOL) for B6 Term 2 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts, Video Clip
2	All Around Us	Map Making and Land Marks	B6.2.3.1.	B6.2.3.1.1	Pictures, Charts, Video Clip
3	All Around Us	Population and Settlement	B6.2.4.1.	B6.2.4.1.1	Pictures, Charts, Video Clip
4	All Around Us	Population and Settlement	B6.2.4.1.	B6.2.4.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Worship	B6.3.1.1.	B6.3.1.1.1.	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Festivals	B6.3.2.1.	B6.3.2.1.1	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Basic Human Rights	B6.3.3.1.	B6.3.3.1.1	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B6.3.4.1.	B6.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Nation Ghana	Being a Leader	B6.3.4.1.	B6.3.4.1.1.	Pictures, Charts, Video Clip
10	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip
11	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip
12	Our Nation Ghana	Being a Leader	B6.4.1.1.	B6.4.1.1.1.	Pictures, Charts, Video Clip

Scheme of Learning for B6 Term 2 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Conversation	B6.1.6.1. B6.1.6.1. B6.1.6.1.	B6.1.6.1.1 B6.1.6.1.2 B6.1.6.1.3	Drums, drum sticks, recorded audios,
2.	Oral Language	Talking about Oneself, Family, People and Places / Asking and Answering Questions	B6.1.7.1. B6.1.7.1. B6.1.7.1. B6.1.9.1.	B6.1.7.1.1 B6.1.7.1.2 B6.1.7.1.3 B6.1.9.1.1	Manila cards, recorded audio visuals
3.	Reading	Comprehension	B6.2.6.1 B6.2.6.1.	B6.2.6.1.1. B6.2.6.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension / Silent Reading	B6.2.6.1. B6.2.7.1	B6.2.6.1.3 B6.2.7.1.1.	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B6.3.1.1.	B6.3.1.1.2	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Descriptive Writing	B6.4.3.1. B6.4.3.1. B6.4.3.1.	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3	Manila Cards, Class reader
7.	Composition Writing	Persuasive Writing	B6.4.4.1. B6.4.4.1. B6.4.4.1.	B6.4.4.1.1 B6.4.4.1.2 B6.4.4.1.3	Manila Cards, Markers
8.	Composition Writing	Argumentative Writing B6	B6.4.5.1. B6.4.5.1.	B6.4.5.1.1 B6.4.5.1.2	Word cards, Manila card Markers Word cards Manila card Markers

9.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of action words) / (Use of qualifying words)	B6.5.3.1. B6.5.4.1. B6.5.4.1.	B6.5.3.1.3 B6.5.4.1.1 B6.5.4.1.2	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of qualifying words) / (Use of postpositions)	B6.5.4.1. B6.5.5.1. B6.5.5.1.	B6.5.4.1.3 B6.5.5.1.1 B6.5.5.1.2	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Literature/ Library	Building the Love and Culture of Reading in Learners / Read Aloud with Children	B6.6.1.1 B6.6.2.1.	B6.6.1.1.5. B6.6.2.1.1	Reading materials
12.	Extensive Reading/ Children Literature/ Library	Reading Texts, Poems Narratives and Short Stories and Responding to them	B6.6.3.1. B6.6.3.1.	B6.6.3.1.1 B6.6.3.1.2	Manila Cards, Markers

THE GRANDMOTHER TERM 2, WEEK 1 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6.

TERM TWO KG 1 WEEK ONE

WEEKLY LESSON PLAN FOR KG 1- WEEK ONE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Tuesday			_
CLASS: KG1		SUB STRAND: OUR FAMILY VALUE	S
CONTENT STANDARD:	V1 2 1 1	INDICATORS: K1.3.1.1.1 K1.3.1	1 2
Demonstrate understa		INDICATORS: KI.S.I.I.I	1.2
the good manners that	_	PERFORMANCE INDICATOR:	
families values and wh		 Learners can identify the g 	good manners our
value them	ythey	families value and how it	can change our
varac tricin		personal likes and dislikes	
		 Learners can demonstrate 	that spoken words are
		represented in written wo	ords/print
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
	Have learners to sing songs and recite rhymes		
PHASE 1: STARTER 10			
PHASE 1: STARTER 10 MINS		ers to sing songs and recite rhymes to the lesson.	
MINS			
MINS (Preparing the Brain	that relate t		Poster/ cut out
MINS (Preparing the Brain for Learning)	that relate t	to the lesson.	Poster/ cut out picture
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	that relate t	unity Circle time, the learners	•
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a	unity Circle time, the learners	•
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	In a Commushould be a and dislike.	unity Circle time, the learners	picture
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a and dislike.	unity Circle time, the learners sked to talk about what they like	picture Cut out shapes, big
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a and dislike. Teacher scafor their like	unity Circle time, the learners sked to talk about what they like	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a and dislike. Teacher scafor their like	unity Circle time, the learners sked to talk about what they like affold them to share their reasons and dislike.	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a and dislike. Teacher scafor their like. Write their cut out mar	unity Circle time, the learners sked to talk about what they like affold them to share their reasons and dislike.	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	In a Commushould be a and dislike. Teacher scafor their like. Write their cut out mar	unity Circle time, the learners sked to talk about what they like affold them to share their reasons and dislike. I likes and dislikes on the board or nila cards using different colour of g. blue marker for likes and red	cut out shapes, big books, counters,

Through scaffolding, have learners talk about what their parents and grandparents (family) value.

Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.

Have learners sort the "likes" from the "dislikes" and count the number of cards they will get from each group.

Guide them use comparative language to describe the comparative language to describe the groups.

Extend this activity by using concrete objects e.g. counters, shapes, etc.

Teach the learners a song that shows the reward of showing good manners e.g.

Abofra ye somako a Obiara pe n'asem 3X Ntsi ye somako

Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.

Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.

Write the examples the learners give on the board to illustrate the concept.

Through LEA, assist the class to create their version of the story read to them using some of the keywords learnt and write it on a manila card for them.

	Guide learners to illustrate their story.	
	Assessment: let learners identify the good manners our families value	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday CLASS: KG1	SUB STRAND: OUR FAMILY VALUES
CONTENT STANDARD:	INDICATORS: K1.3.1.1.3 K1.3.1.1.4
K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them	PERFORMANCE INDICATOR: Learners can listen to a story on importance of exhibiting good manners in our everyday life and role-play how to use simple daily greetings with different people in the society. Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER	Have learners to sing songs and recite	
10	rhymes that relate to the lesson.	
MINS		
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Greet and welcome learners to the	Poster/ cut out
40MINS	community circle time.	picture
(New Learning		
Including	Introduce the theme for the week and invite	Cut out shapes, big
Assessment)	learners to share some of the good manners that their parents insist on at home, e.g. when they are eating, when they wake up from bed, when they receive visitors, when they are in public etc. Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards.	books, counters, crayons
	Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people.	

Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.

Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick

Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...

Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.

Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.

Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.

Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin//sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.

Have leaners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.

Repeat these activities with different objects

.

	Assessment: let learners Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS		
DAY: Thursday			
·		SUB STRAND: OUR FAMILY VALUE	:S
CLASS: KG1			
CONTENT STANDARD:	K1.3.1.1	INDICATORS: K1.3.1.1.5 K1.3.	1.1.6
Demonstrate understa	nding of		
the good manners that	_	PERFORMANCE INDICATOR:	
families values and wh		Learners can recognize details in	shapes and height of
value them	, they	the letter for the week and write	it legibly and correctly
value them		Learners can show the time of the	e day using clock face:
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	ity and Innov	ation (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes that relate to the lesson.		
MINS			
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Learners watch teacher model the pre-writing		Poster/ cut out
40MINS	exercise, lea	arners emulate what the teacher	picture
(New Learning	does in a wl	hole class, in groups and	•
Including	individually.		Cut out shapes, big
Assessment)			books, counters,
•	Have learne on their tab	ers write the letter in the air and les.	crayons
	Using dots of	the height and shape of the letter. or tracing, have learners practice verter on slates and in their ok.	
		ers give examples of words that or the week can begin.	

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Have learners use shapes e.g. circle,

with 2,3,2, 2,2,3,2, etc.

the patterns

story about time.

triangles, rectangles to create simple patterns

Have learners clap and stamp their feet with

Using a wooden or plastic clock, tell a short

Talk about the times we greet in the morning and show it shows on the clock face. Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face. Have learners practice manipulating clock faces showing different time. Assist learners to locate the a given time on the clock face (e.g 6, 9) 6 O'clock Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc Assessment: let learners show the time of the day using clock faces. PHASE 3: Review lesson with Learners by singing songs **REFLECTION 10MINS** in relation to it (Learner and Teacher)

DATE:		STRAND : VALUES AND BELIEFS	
DAY : Friday		SUB STRAND: OUR FAMILY VALUE	···C
CLASS: KG1		SOD STRAIND. CONTAINIET VALOE	.5
CONTENT STANDARD:	K1.3.1.1	INDICATOR: K1.3.1.1.7	
Demonstrate understanding of the good manners that our families values and why they		PERFORMANCE INDICATOR: Learners can draw clock faces and time under it	d write down the give
		n and collaboration (CC) Personal [•
<u> </u>	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Discuss the learners need and classroom. Talk about to show it on to describe time and the show written on continued the showing difference in the	importance of time and why ed to obey the times for school om activities. Times we greet in the morning and the clock face explaining how we he of the day using the long arm out arm. With different times tout out papers, ers in pairs draw clock faces ferent times and write the times e.g. 6, 7, 2, etc.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
	10 12 12 12 12 12 12 12 12 12 12 12 12 12	1 2 3 5 4 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	

	2 O'clock Assessment: let learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.	
	times underneath e.g. 0, 7, 2, etc.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK ONE

WEEKLY LESSON PLAN FOR KG 2- WEEK ONE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS		
DAY: Tuesday		SUB STRAND: MY PERSONAL VALUES		
CLASS: KG 2				
CONTENT STANDARD:	K2.3.1.1	INDICATORS: K2.3.1.1.1. K2.3.1.	1.2.	
Demonstrate understa	nding of			
their personal value in	relation to	PERFORMANCE INDICATOR:		
their likes and dislikes.		Learners can engage in a conversation about what we like and don't like with our friends and discuss more		
		cultural values that should influen		
		among people	ce the way we live	
		Learners can use illustrations on the	he cover page and title	
		of Big book to make predictions a	. •	
		questions about the text	and an entire to the	
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and	
		ation (CI) Critical Thinking and Prob	•	
KEY WORDS:	-			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes		
MINS	that relate to the lesson.			
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Follow basic procedures of the community Poster/ cut out			
40MINS	circle time (as in K2.1.1.1.1) and introduce the picture			
(New Learning	theme for t			
Including	Display a conversational poster and some Cut out shapes, big		· -	
Assessment)	concrete materials related to the theme, books, counters,		· · · · · · · · · · · · · · · · · · ·	
	Pair learners and have them engage in a crayons			
	conversation about their likes and dislikes.			
	I	ndomly to role play two friends		
	who meet and converse about their personal			
	values and v	wny.		
			Let the whole class discuss the culturally	
	Let the who	ole class discuss the culturally		
		ole class discuss the culturally es of our society that should		
	sound value	•		
	sound value transform o	es of our society that should our character		
	sound value transform o Follow the p	es of our society that should		

	2.4.1.2) as you read a traditional story related to the theme to learners (The cat' hat). Guide learners to share what they learnt from the character in the story. Learners pay attention to new words after reading. Show the new words to learners after reading and ask them to act them out. Learners use vocabulary acquired to create meaningful sentences about the main character.	
	Assessment: let learners use illustrations on the cover page and title of Big book to make predictions	
PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
(Learner and	in relation to it	
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday CLASS: KG 2	SUB STRAND: OUR RELIGIOUS VALUES
CONTENT STANDARD: K2.3.1.1 Demonstrate understanding of	INDICATORS: K2.3.1.1.3 K2.3.1.1.4
their personal value in relation to their likes and dislikes.	PERFORMANCE INDICATOR: Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables Learners can write or copy words related to the theme in a self-dictionary or journal
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER	Have learners to sing songs and recite	
10	rhymes that relate to the lesson.	
MINS		
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Play a game "Listen to the sound, pick the	Poster/ cut out
40MINS	letter and a word in which the letter is and	picture
(New Learning	sound it out.".	
Including Assessment)	As a way of revising the letters learnt so far, play this game;	Cut out shapes, big books, counters, crayons
	Put learners in a group and let them win marks for their group. Explain the rules of the game to learners. The rule is: "Listen to the teacher pronounce a word, find the letter beginning that word in a pile, move to another table and find another word in which the target sound is, pick it, pronounce the word and clap the syllables in the word." Use only letter-sound the learners have learnt so far. Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly). Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture	

	Assessment: let learners copy word in their self-dictionary book	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KG 2	
CONTENT STANDARD: K2.3.1.1	INDICATORS: K2.3.1.1.5
Demonstrate understanding of	
their personal value in relation to	PERFORMANCE INDICATOR:
their likes and dislikes.	Learners can explore with simple tools and materials to create and communicate ideas.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER	Have learners to sing songs and recite	
10	rhymes that relate to the lesson.	
MINS		
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Using the clay or play dough, have learners	Poster/ cut out
40MINS	mould any object of their choice e.g. fruit(s) a	picture
(New Learning	toy etc.	
Including	Use poster colours and brushes to paint	Cut out shapes, big
Assessment)	their objects appropriately	books, counters,
		crayons
	Assessment: let learners use simple tools and	
	materials to create and communicate ideas.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Friday	
	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KG 2	
CONTENT STANDARD: K2.3.1.1	INDICATORS : K2.3.1.1.6
Demonstrate understanding of	
their personal value in relation to	PERFORMANCE INDICATOR:
their likes and dislikes.	Learners can compose and decompose numbers up to
	10 using concrete materials

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Guide learners to count counters, either bottle tops or sticks from 1 to 10 (Compose). Ask them to form two groups of the 10 counters given to them (decompose) in any manner they want it. E.g. They can break the 10 counters into 5 and 5 or 4 and 6, or 9 and 1. Ask them to put the piles together and check how many they get altogether. Give different numeral cards to small groups of learners and ask them to identify and count objects/counters to match the number Assessment: let learners compose and decompose numbers up to 10 using concrete materials	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO BASIC ONE WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE BASIC ONE

Name of School.....

Week End	ing		
Class		One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning I	ndicator(s)	B1.2.2.1.5. B1.4.3 B1.6.1.1.1.	.1.3 B1.5.4.1.2
Performan	nce Indicator	Learners can segment sylla	ables/words into sounds using both capital and small
		letters	
		·	nt tense of verbs to express
		the present state of things	
		-	of age – appropriate books
		and texts from print	
Teaching/	Learning Resources	Word cards, sentence cards	·
		on a manila card and a class novation Communication and	<u> </u>
DAYS	PHASE 1: STARTER 10	Thinking and Problem Solvin PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise the sounds of letters and words learners	What have we learnt today?
		have learnt. • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by	Ask learners to summarize the main points in the lesson

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		• Let learners read the words and use them in sentences Assessment: Let learners use the words pencil,	
		baby and mother in sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Write words in upper and lower cases. • Model pronunciation of target words for learners to repeat. • Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. Let group leaders help other learners (who are not able to write some letters correctly).	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Let learners copy the	
Thursday	Engage learners to sing songs and recite familiar rhymes	words from the board D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today? Ask learners to
		 Introduce the activity and demonstrate it Guide learners with questions to describe the state of given things or situations, e.g. My bag is red 	summarize the main points in the lesson
		Assessment: use the present tense of verbs to express the present state of things in the classroom	
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time.	What have we learnt today?

 Have a variety of age 	Ask learners to
appropriate books for	summarize the main
learners to make a choice	points in the lesson
from.	
 Introduce picture or 	
wordless books, pop-up	
and flip-the-page texts to	
learners	
. • Encourage them to	
read individually and in	
pairs, and provide support	
and encouragement	
J	
Assessment: Guide	
learners to select books	
for readings	

Week Ending	
Class	One
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.1.2.2.2
Performance Indicator	Learners can Use relationship between addition and
	subtraction to demonstrate understanding of equality
	for numbers within 20
Strand	NUMBER
Sub strand	Number Operations (Addition, Subtraction,
	Multiplication and Division)
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Sing songs like:	Demonstrate an	Review the lesson with
		understanding of the	Learners
	I'm counting one, what	relationship between	
	is one	addition and subtraction	
	1 - One is one alone,	by: transforming a	Assessment: have
	alone it shall be.	subtraction as an	learners to practice with
	2 - Two pair, two pair	equivalent addition and	more examples
	come pair let us pair	vice versa (For example,	
		subtracting eight from 10	
		(10 – 8) is the same as	
		identifying the number	
		that must be added to 8 to	
		make 10)	
		10 − 8 = What?	
		Means 8 + What? = 10	
Wednesday	Sing songs like:	Demonstrate an	Review the lesson with
		understanding of the	Learners
	I'm counting one, what	relationship between	
	is one	addition and subtraction	
		by: transforming a	

	1 - One is one alone,	subtraction as an	Assessment: have
	alone it shall be.	equivalent addition and	learners to practice with
	2 - Two pair, two pair	vice versa (For example,	more examples
	come pair let us pair	subtracting eight from 10	
		(10 – 8) is the same as	
		identifying the number	
		that must be added to 8 to	
		make 10)	
		10 – 8 = What?	
		Means 8 + What? = 10	
Thursday	Sing songs like:	Demonstrate an	Review the lesson with
		understanding of the	Learners
	I'm counting one, what	relationship between	
	is one	addition and subtraction	
	1 - One is one alone,	by: transforming a	Assessment: have
	alone it shall be.	subtraction as an	learners to practice with
	2 - Two pair, two pair	equivalent addition and	more examples
	come pair let us pair	vice versa (For example,	
	3 - Turn around	subtracting eight from 10	
	4 - Follow me	(10 – 8) is the same as	
	5 - Fire	identifying the number	
		that must be added to 8 to	
		make 10)	
		10 – 8 = What?	
		Means 8 + What? = 10	
Friday	Sing songs like:	Demonstrate an	Review the lesson with
		understanding of the	Learners
	I'm counting one, what	relationship between	
	is one	addition and subtraction	
	1 - One is one alone,	by: transforming a	Assessment: have
	alone it shall be.	subtraction as an	learners to practice with
	2 - Two pair, two pair	equivalent addition and	more examples
		vice versa (For example,	
		subtracting eight from 10	
		(10 – 8) is the same as	
		identifying the number	
		that must be added to 8 to	
		make 10)	
		10 – 8 = What?	
		Means 8 + What? = 10	
	file beleful for very week him		

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Week Endi	ng		
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	dicator(s)	B1.2.1.3.1	
Performan	ce Indicator	Learners can Observe the	disappearance of mist and
		pools of water after it rains	
Strand		: CYCLES	
Sub strand		EARTH SCIENCE	
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.
D 41/C	1		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
DAYS			
DAYS	MINS	(New Learning Including	10MINS
Thursday	MINS (Preparing The Brain	(New Learning Including	10MINS
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment) • Let learners observe the	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains	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 familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it	10MINS (Learner And Teacher) What have we learnt today?
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains). • Engage learners to predict where mist and	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains). • Engage learners to predict where mist and run-off water go after	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains). • Engage learners to predict where mist and run-off water go after rains and assist them to	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) • Let learners observe the disappearance of mist and run-off water after it rains and come and talk about it in class. (Note: This activity is to be carried out when it rains). • Engage learners to predict where mist and run-off water go after	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the important

Assessment: where does mist and run-off water go

after rains?

Week Endi	ng			
Class		One		
Subject		HISTORY		
Reference		History curriculum Page		
Learning In	ndicator(s)	B1.2.3.1.1		
Performan	ce Indicator	Learners can explain why,	, in the past, Ghana wa	
		known as the Gold Coast		
Strand		My Country Ghana		
Sub strand		How Ghana Got Its Name		
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.	
		ı		
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)	Evalain haw the name was	What have we learnt	
Tuesday	Engage learners to sing songs and recite familiar	Explain how the name was changed from Gold Coast	today?	
	rhymes	to Ghana Discuss the English translation of the	touay:	
	Tilyilles		Ask learners to	
	Why did the country		summarize the main	
	change its name from		points in the lesson	
	the Gold Coast to		points in the lesson	
	Ghana? Who proposed			
	the change of name?	Assessment: Explain why,		
	Why was the new name	in the past, Ghana was		
	proposed?	known as the Gold Coast		
	proposition and the second			
Thursday	Engage learners to sing	Explain how the name was	What have we learnt	
•	songs and recite familiar	changed from Gold Coast	today?	
	rhymes	to Ghana Discuss the		
		English translation of the	Ask learners to	
		Portuguese name Costa da	summarize the main	
		mina - Gold Coast.	points in the lesson	
		Accessment.		
		Assessment: Explain how the name was		
		Assessment: Explain how the name was changed from Gold Coast		

Week En	ding		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B1.1.2.1.9:	
Performa	nce Indicator	Learners can move the bawith the hand and with the	
Strand		of force (push). MOTOR SKILLS AND MOVEN	AENT DATTEDNS
Sub stran	A	LOCOMOTOR, MANIPULATI	
	Learning Resources	cones	AL WIND VULLIUINING 2VITT2
		3333	d Callaboration Darsonal
	npetencies: Creativity and Inment and Leadership Critical		
Developi	Tient and Leadership Critical	Tillikilig alla Pioblelli Solvili	8 •
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
57115	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	•	
Friday			
Friday	Learners jog round a	Arrange cones in a straight	What have we learnt
Friday	Learners jog round a demarcated area in files	Arrange cones in a straight line after warm ups.	What have we learnt today?
Friday			
Friday	demarcated area in files	line after warm ups.	
Friday	demarcated area in files while singing and	line after warm ups. Place a ball about 50cm in	today?
Friday	demarcated area in files while singing and clapping to warm-up the	line after warm ups. Place a ball about 50cm in front of the first cone.	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement.	today? Use answers to
Friday	demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones with the hands and later with the feet by making a slow and continuous push in a serpentine movement. Guide learners to	today? Use answers to

you supervise and give feedback. Vary the

enjoyment and skill

arrangements of the cone for practice to cater for slow and fast pushes. Organise a mini football game for learners to apply the skill in real life for fun,

	mastery. Let learners cool	
	down to end the lesson	

Week Endir	ng		
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning In	dicator(s)	B1.2.3.1. 1.	
Performand	ce Indicator	Learners can Identify the cardinal points	
Strand		ALL AROUND US	
Sub strand		Map Making and Land Marl	(S
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 the	What have we learnt
	songs and recite familiar	cardinal points e.g. North,	today?
	rhymes	South, East and West.	
			Ask learners to
		Learners sketch the	summarize the main
		cardinal points and label	points in the lesson
		them	
		Assessment: Learners	
		sketch the cardinal points	
		and label them	
		and laber them	
Thursday	Engage learners to sing	Learners sketch the	What have we learnt
, , , ,	songs and recite familiar	cardinal points and label	today?
	rhymes	them.	,
	,	Learners stretch their	Ask learners to
		arms sideways to	summarize the main
		demonstrate the cardinal	points in the lesson
		points e.g. in front of me is	
		North, to the right is East,	
		to the left is West and to	
		my back is South.	
		Assessment: let Learners	
		stretch their arms	
		אורבונוו נוופוו מווווא	

	sideways to demonstrate	
	the cardinal points	

Week Ending		
Class	One	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B2 1.1.1.2	
Performance Indicator	Learners can think about and describe the different	
	visual artworks that are produced or found in the local	
	community	
Strand	Visual Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Wednesday	Engage learners to sing	Learners are to: 2 think	What have we learnt
	songs and recite familiar	about visual artworks	today?
	rhymes	(including drawings, clay	
		pots, posters, wood	Ask learners to
		carvings, calendars) they	summarize the main
		know of or have seen in	points in the lesson
		the community;	
		pictures that show	
		artworks in books,	
		catalogues, magazines	
		and identify them by	
		name or what they are	
		made of or used for;	
		identify and share ideas	
		about different kinds of	
		visual artworks that are	
		produced or found in the	
		local community;	
		② visit the workplace of a	
		visual artist (graphic	
		designer making prints on	
1		Tshirts, pottery artist	

making clay pots, textile	
artist weaving Kente,	
sculptor making cement	
statue, etc.) to observe,	
ask questions, make notes	
and learn about their	
work practices; 🛭 record	
knowledge gained for	
planning own visual	
artworks	
Assessment:	
describe the different	
visual artworks that are	
found in the local	
community	

Week Endi	ng			
Class		One		
Subject RELIGIOUS		RELIGIOUS AND MORAL ED	UCATION	
Reference		RME curriculum Page		
Learning In	dicator(s)	B1 2.1.1.1:		
Performan	ce Indicator	Learners can name the thre	ee main types of worship in	
		Ghana		
Strand		Religious Practices and thei	r Moral Implications	
Sub strand		Religious Worship in the Th	ree Major Religions in	
		Ghana		
Teaching/ L	earning Resources	Pictures		
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal	
Developme	nt and Leadership Critical	Thinking and Problem Solvir	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	Show pictures, video clips	What have we learnt	
	songs and recite familiar	of people worshipping	today?	
	rhymes	among the three main		
		religions in Ghana.	Ask learners to	
		- Christian worship,	summarize the main	
		- Islamic worship and	points in the lesson	
		- Traditional worship		
		Assessment:		
		Name the three main		
		types of worship in Ghana		

Learning Indicator (s) (Ref. No.) B1.1.6.1.2 Discuss the correct		ect terms for the various		
		categories of people.		
		B1.1.7.1.1 Describe themse	lves	
Performano	e Indicators	The learner should discuss the correct		
		terms for the variou	s categories of people.	
		• The learner s	e learner should describe themselves	
Week Endin	g			
Reference		Ghanaian Language curric	ulum	
Subject		GHANAIAN LANGUAGE		
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual	
Core Compo	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	 Discuss with learners, 	What have we learnt	
	songs and recite	various terms for greeting.	today?	
	familiar rhymes	Demonstrate greetings		
		of various categories of		
		people using the correct		
		terms.		
		Assist learners to		
		recognise the correct terms of greeting the		
		various categories of		
		people.		
			Review the lesson with	
			learners	
		Assessment: let learners	learners	
		mention the correct terms		
		for the various categories		
		of people.		

Engage leaners to songs and recite familiar rhymes	sing	 Put learners into groups and let learners talk about themselves. Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc. 	What have we learnt today?
		Assessment: let learners describe themselves individually	Review the lesson with learners
Engage leaners to songs and recite familiar rhymes	sing	 Put learners into groups and let learners talk about themselves. Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc. 	What have we learnt today?
		Assessment: let learners describe themselves individually	Review the lesson with learners

TERM TWO BASIC TWO WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC TWO

Name of School

Week Endi	ng		
Class	Class Two		
Subject	Subject ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page
Learning Ir	ndicator(s)	B2.2.6.1.3. B2.4.4.1.1	B2.5.4.1.1 B2.6.1.1.1
Performan	ce Indicator	Learners can show awarer	ness that homonyms have
		different meanings in different contexts	
		Learners can draw and label objects found in their	
		environment	
		Learners can use the simple	e present tense to express
		habitual actions	
		Learners can read a va	riety of age and level-
		appropriate books and text	s from print and non-print
Teaching/	Learning Resources	Word cards, sentence cards	s, letter cards, handwriting
		on a manila card and a class	s library.
Developm	ent and Leadership Critical 1	ovation Communication and Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Provide examples in contexts to help learners	What have we learnt today?
		discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand	Ask learners to summarize the main points in the lesson
		Assessment: Let learners list five examples of homonyms	

Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Take learners round to look at charts showing labelled objects. • Put learners into groups and ask them to choose an area in the environment where they will want to make a list of objects found there (e.g. home, market, shops etc.).	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Let learners draw and label objects from the area studied by their group	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day. • Create situations for learners to use the structure. e.g. i. simple truths – Lemons are sour. ii. interest – I like playing football. iii. feelings – I am happy. iv. opinions – He is a good teacher. • Introduce drills for learners to have practice. • Put learners into small groups to discuss given topics, using the structures Assessment: : Let learners use the simple present	What have we learnt today? Ask learners to summarize the main points in the lesson
		tense to express habitual actions	

Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Use the Author's chair to	today?
	rhymes	introduce the reading/	
		library time.	Ask learners to
		Have a variety of age	summarize the main
		and level-appropriate	points in the lesson
		books for learners to	
		make a choice.	
		 Introduce narratives, 	
		pop-up and flip-the-page	
		texts to learners.	
		 Introduce e-books to 	
		learners, if available.	
		For each reading	
		session, guide learners to	
		select books	
		Assessment: Guide	
		learners to select books	
		for readings	

Week Ending	g		
Class	5	Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	B2 1.1.1.2	
Performance		Learners can Explore own	experiences to talk about
		visual artworks that are produced or found in other	
		communities in Ghana	
Strand		VISUAL ARTS	
Sub strand		Thinking and Exploring Idea	ıs
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.
-	<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)		
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	• talk about the visual	today?
	rhymes	artworks produced or	
		found in other parts of	Ask learners to
		Ghana	summarize the main
		 discuss the materials 	points in the lesson
		and tools that were/are	
		used in making these	
		artworks, the processes	
		and production	
		techniques, and how they	
		are used	
		• discuss the theme of	
		the artworks and its social	
		and cultural importance;	
		• identify those who make	
		artworks;	
		• study the subject matter	
		of the different artworks	
		Learners are to:	

examine the type of materials used in making the artworks; probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks; 2 explore the symbolism, function and uses of these artworks Assessment: Learners describe visual artworks that are found in other communities in

Ghana

Mook Endin	~			
Week Ending	<u>g</u>	Two		
		Two		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page	9	
Learning Ind		B2.1.2.4.1		
Performance	e Indicator	Learners can Use convention	nal strategy to add and	
		subtract		
Strand		NUMBER		
Sub strand		Counting, Representation, Care	dinality & Ordinality	
	earning Resources	Counters		
=		novation Communication and		
Developmer	nt and Leadership Critical	Thinking and Problem Solving.	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)			
Tuesday	Sing songs like:	Use objects (groups of tens	Review the lesson with	
		and ones) or drawings to	Learners	
	I'm counting one, what	model addition and		
	is one	subtraction of 1 and 2 digit		
	1 - One is one alone,	numbers (with answers	Assessment: have	
	alone it shall be.	within 100), with and without	learners to practice	
	2 - Two pair, two pair	regrouping) and record the	with more examples	
	come pair let us pair	process symbolically, using		
		an addition or subtraction		
		frame		
		Tens Ones Tens Ones		
		+		
Wednesday	Sing songs like:	Use objects (groups of tens	Review the lesson with	
,		and ones) or drawings to	Learners	
	I'm counting one, what	model addition and		
	is one	subtraction of 1 and 2 digit		
	1 - One is one alone,	numbers (with answers		

within 100), with and without

alone it shall be.

	2 - Two pair, two pair come pair let us pair	regrouping) and record the process symbolically, using an addition or subtraction frame	Assessment: have learners to practice with more examples
		Tens Ones Tens Ones + -	
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 objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame	Review the lesson with Learners Assessment: have learners to practice with more examples
		Tens Ones Tens Ones + -	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Use objects (groups of tens and ones) or drawings to model addition and subtraction of 1 and 2 digit numbers (with answers within 100), with and without regrouping) and record the process symbolically, using an addition or subtraction frame	Review the lesson with Learners Assessment: have learners to practice with more examples
		Tens Ones Tens Ones + -	

Week Ending		
Class	Two	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B2.2.1.4.1	
Performance Indicator	Learners can Find out the qualities of good drinking	
	water	
Strand	CYCLES	
Sub strand	EARTH SCIENCE	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving.		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Thursday	Engage learners to sing	Learners mention the	What have we learnt
	songs and recite familiar	sources of water we drink	today?
	rhymes	and use in their homes	
		and communities.	Ask learners to
		 Supply learners with 	summarize the important
		samples of water from	points of the lesson
		different sources, i.e.	
		river, pond, well and	
		bottled water. Caution:	
		learners should not taste	
		any of the water samples.	
		 In groups learners 	
		examine the water	
		samples for the following:	
		solid particles (using hand	
		lens), colour and odour	
		(smell).	
		Each group presents their	
		findings.	
		Display to learners,	
		samples of good drinking	

water and assist them to	
infer that good drinking	
water has no colour, and	
no odour and is free from	
solid particles.	
Learners explain what	
will happen when they	
drink water that has	
particles, odour and	
colour in it.	
Assessment:	
Learners mention the	
qualities of good drinking	
water	

Week End	ding		
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B2. 2.1.1.1	
Performa	nce Indicator	Learners can Explain the mo	ode of worship
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Worship in the Th	ree Major Religions in
		Ghana	
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem 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	Engage learners with	What have we learnt
	songs and recite familiar	video clips or pictures of	today?
	rhymes	people at worship.	
		• If possible, take learners	Ask learners to
		to the church, mosque or	summarize the main
		the shrine to observe the	points in the lesson
		mode of worship	
1		Assessment:	
1		Let learners explain the	
		mode of worship	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.4.1.1	
Performance Indicator	Learners can Discuss the history of Ghana's major	
	historical locations. Examples include Kumasi military	
	museum, Komfo Anokye Sword, Assin Manso slave site,	
	Gbewa Palace	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain	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 Where are the major historical locations? What do these locations tell us about our history?	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Identify the major historical locations in Ghana (starting with the oldest location). Assessment: Let learners Identify the major historical locations in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endi	 າø		
Class		Two	
		PHYSICAL EDUCATION	
Subject Reference		PE curriculum Page	
	d:+/-\		
Learning In		B2.1.2.1.10	. 10. 1. 111
Performan	ce Indicator	Learners can Foot-dribble I	by controlling a ball on the
_		ground	
Strand		MOTOR SKILL AND MOVEM	
Sub strand		LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching/ I	earning 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	Arrange cones in different	What have we learnt
	demarcated area in files	patterns and learners.	today?
	while singing and	Have learners dribble balls	
	clapping to warm-up the	through the cones at their	Use answers to
	body for maximal	own pace. Observe their	summarise the lesson.
	performance and to	practice and give them	
	prevent injuries	corrective feedback for	
	,	improvement	
]		1

Week Endir	ng		
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Indicator(s)		B2.2.3.1. 1	-
Performand	ce Indicator	Learners can Sketch and loo	cate things in the classroom
Strand		ALL AROUND US	
Strand Sub strand		Map Making and Land Mar	/c
	earning Resources	Pictures	7.3
		novation Communication an	d Collaboration Personal
-	<u>-</u>	Thinking and Problem Solvin	
Developine	The and Leadership Chilical	Tillikilig alla Flobielli Solvili	16.
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	,	, ,
Tuesday	Engage learners to sing songs and recite familiar rhymes	Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g. Square, Rectangle, Round. (Whole-class discussion): Learners share their work for appreciation. Assessment: Let learners Sketch and colour the shape of things in the classroom	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	Observe and sketch houses, school buildings and other facilities in the community Assessment:	What have we learnt today? Ask learners to summarize the main points in the lesson

	Let learners Sketch and	
	colour the houses in the	
	community	

Learning Indicator (s) (Ref. No.)		B2.1.6.1.1 Discuss occasions to greet and talk about	
		the importance of greetings.	
		B2.1.6.1.2 Discuss the greetings associated with	
		different occasions	
		B2.1.7.1.1 Narrate an expe	rience at the market.
Performa	nce Indicators	The learner	should discuss occasions
		to greet and talk ab	out the importance of
		greetings.	
		The learner:	should discuss the
			d with different occasions.
			should narrate an
Week End	ling	experience at the m	arket.
Reference		Ghanaian Language curric	ulum
	•		uiuiii
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 tell you	What have we learnt
	songs and recite	what they do when they	today?
	familiar rhymes	meet a teacher in school	
		in the morning.	
		Demonstrate different	
		greeting to learners.	
		• Lead learners through	
		discussions to recognise	
		the various occasions to	
		greet.	
		Pick about three occasions and discuss	
		their greetings with learners. E.g. Festivals,	
		birth, death, etc.	
		• Lead learners to discuss	
		the values of greetings.	
		E.g.to show respect,	
		politeness, concern,	Review the lesson with
		ponteness, concern,	learners

	friendliness, phatic communion, etc. Assessment: let learners talk about the importance of greetings.	
Engage leaners to sing songs and recite familiar rhymes	 Let learners mention some occasions they know. Write the occasions on the board. Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings. Allow learners to practice the greetings in pairs. 	What have we learnt today?
	Assessment: let learners mention greetings associated with different occasions.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Show a picture of a market to learners. Discuss the picture with learners. Discuss what goes on at the market with learners. Ask learners to tell their experiences at the market. 	What have we learnt today?

	Assessment: let learners	Review the lesson with
	narrate an experience at	learners
	the market	

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 curriculur	n Page
Learning Indicator(s)		B3.2.6.1.1 B3.4.8.1.1 B3	3.5.4.1.1. B3.6.1.1.1
Performance Indicator		words, understand a complex sentences B. Learners can paragraphs on on leading questions C. Learners can identification word communication D. Learners can read	devel-appropriate sight and use them in meaningful develop two coherent e idea or concept using tify the present continuous rds in spoken and written a variety of age and level-
		appropriate books a	and summarise them
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
_	•	PHASE 2: MAIN 40MINS (New Learning Including	
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Provide learners with texts containing level- appropriate sight words. • Put them into groups to identify, read and use sight words in meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment:: Let learners read and use sight words in meaningful sentences	

Wednesday	Engage learners to sing	C. WRITING	What have we learnt
vvcunesuay	songs and recite familiar	Have learners brainstorm	today?
	rhymes		touay:
	Triyirles	to choose a topic, e. g. My	Ask learners to
		Home	
		Write the topic on the	summarize the main
		board.	points in the lesson
		Ask questions for	
		learners to generate ideas	
		on the topic	
		Discuss the questions	
		with learners for them to	
		answer appropriately	
		e.g. My home	
		i. Where do you live?	
		ii. How many of you live	
		there?	
		iii. What kind of buildings	
		are there?	
		Assessment: Let learners	
		answer the questions:	
		i. Where do you live?	
		ii. How many of you live	
		there?	
		iii. What kind of buildings	
		are there?	
T		D WEITING	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	CONVENTIONS AND	today?
	rhymes	GRAMMAR USAGE	
		Through demonstration,	Ask learners to
		assist learners to use the	summarize the main
		continuous form of the	points in the lesson
		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	
		Assessment: let learners underline the continuous	

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

Week Ending		
Class	Three	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B3.1.2.3.	
Performance Indicator	Learners can Use strategies to mentally add and subtract whole numbers within 100	
Strand	NUMBER	
Sub strand	Number Operations	
Teaching/ Learning Resources	Counters	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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

_	T	T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	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	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	I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Compensation strategy - adding more than is required to create an easier number to add – usually a multiple of 10 or 100 - and then subtracting that same amount from the answer (for example, when adding 126 + 39, add 1 to 39 to create the expression 126 + 40, which gives 166, then subtract from the answer the 1 that was	Review the lesson with Learners Assessment: have learners to practice with more examples

		added; 166 -1 = 165, so	
		the answer is 165)	
		E.g. 5. Decomposing or	
		splitting the second	
		number into partial	
		subtractions that are	
		easier to subtract (e.g.	
		when subtracting 127 -	
		38, decompose 38 and	
		subtract in friendlier	
		jumps - 127 - 20- 10- 8	
		or see examples in text	
		boxes)	
		E.g. 6. Starting at the	
		second number and	
		counting up in friendly	
		jumps (e.g., when	
		subtracting 127 – 18,	
		start at 18 and count up	
		by 100 to get 118, then	
		count up 9 to get	
		127so the answer is	
		109)	
		856 – 325 856 – 300 = 556 556 – 20 = 536	
		300 20 5 536-5=531	
		843 - 254 843 - 243 = 600 (11 left to subtract)	
		/\ 600-11=589 243 11	
Friday	Sing songs like:	Compensation strategy -	Review the lesson with
		Subtracting more than is	Learners
	I'm counting one, what	required (to turn the 2nd	
	is one	number into a friendlier	
	1 - One is one alone,	number), then adding the	Assessment: have
	alone it shall be.	extra amount to the	learners to practice with
	2 - Two pair, two pair	answer (for example,	more examples
		when subtracting 547 -	more examples
	come pair let us pair	296, subtract 547 – 300 =	
	3 - Turn around	247, then add 4 to the	
	4 - Follow me	answer to get 251)	
	5 - Fire	Constant difference –	
		Adding (or subtracting the	
		same amount from each	
		number to make one	
		number "friendlier",	

knowing that	it does not
change the ar	nswer (e.g.,
instead of 158	3 – 47, do
161 - 50 whic	h is 111

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

Take learners on a trip to observe littered parts of the community to identify

observe the pictures and communicate their ideas on what makes water

impure

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 End	ing		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B3.2.3.1. 1.	
Performance Indicator		Learners can Sketch the s	hape of the classroom an
		indicate the position of the teacher's desk	
Strand		ALL AROUND US	
Sub strand	I	Map Making and Land Marl	ks
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication and	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)		
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	
		Learners show on their sketches the location of	
		sketches the location of	
		sketches the location of the following:	
		sketches the location of the following: i) Chalk/White board	
		sketches the location of the following: i) Chalk/White board (Bb/Wb)	
		sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard	
		sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard iii) Teacher's table (Tt)	
		sketches the location of the following: i) Chalk/White board (Bb/Wb) ii) Cupboard iii) Teacher's table (Tt) Assessment:	

of the teacher's desk

		What have we learnt
songs and recite familiar	Learners label their	today?
rhymes	objects with abbreviations	
	as in the list of objects	Ask learners to
		summarize the main
	Rh/W TT	points in the lesson
	Learners describe the	
	shape of the cupboard.	
	Assessment:	
	Let learners sketch the	
	shape of the classroom,	
	•	
	_	
	•	
	, , ,	
	•	
	with abbreviations	
		songs and recite familiar rhymes Learners label their objects with abbreviations as in the list of objects 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

Week Endi	ing		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B3.2.2.1.2	
Performance Indicator		Learners can Name some	e of the items exchange
		among the various groups	
Strand		My Country Ghana	
Sub strand		Inter-Group Relations	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Inc	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)		
Tuesday	Engage learners to sing	What items were	What have we learnt
	songs and recite familiar	exchanged among the	today?
	rhymes	various ethnic groups?	
		Why were these items	Ask learners to
		exchanged?	summarize the main
		How and why did cowrie	points in the lesson
		shells (cedie) become the	
		most common.	
		Identify trade items that	
		were exchanged among	
		ethnic groups: salt. fish,	
		gold, kola, shea butter,	
		pottery and cloth and iron	
		utensils	
		Accomments to bloom and	
		Assessment: : Let learners	
		Name some of the items	
		exchanged among the	
		various groups	

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

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

Week Ending	
Class	Three
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B3.2.1.1.1:
Performance Indicator	Learners can Name the sacred scriptures of the three
	major religions.
Strand	Religious Practices and their Moral Implications
Sub strand	Religious Worship in the Three Major Religions in
	Ghana
Teaching/ Learning Resources	Pictures

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

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

· · · · · · · · · · · · · · · · · · ·		
Week Ending		
Class Three	Three	
Subject CREATIVE ARTS	CREATIVE ARTS	
Reference Creative Arts curriculum		
Learning Indicator(s) B3 1.1.1.2		
Performance Indicator Generate ideas from visual artwork	ks produced or	
found in other African communities	for making own	
visual artworks that reflect people in	visual artworks that reflect people in those areas in	
Africa		
Strand VISUAL ARTS		
Sub strand Thinking and Exploring Ideas		
Teaching/ Learning Resources Pictures		
Core Competencies: Creativity and Innovation Communication and Collabora	tion Personal	
Development and Leadership Critical Thinking and Problem Solving.		
DAYS PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS PHASE 3:	REFLECTION	
MINS (New Learning Including 10MINS		
(Preparing The Brain Assessment) (Learner	And Teacher)	
For Learning)		
Wednesday Engage learners to sing Learners are to: What have	e we learnt	
songs and recite familiar 2 study the artworks today?		
rhymes produced or found in		
other countries in Africa	ers to	
(e.g. masks, sculptures, summariz	e the main	
pottery, fabric, beads, points in	the lesson	
paintings);		
② examine the materials		
and tools for the		
production of the		
artworks under study and		
how they are acquired;		
Learners are to:		
identify own ideas and		
identify own ideas and concepts based on artistic		
identify own ideas and concepts based on artistic decisions to make own 2-		

	printmaking, lettering,	
	pattern-making, collage,	
	montage, letter collé);	
	artworks(modelling,	
	casting, carving, sewing,	
	stitching, weaving,	
	knotting, construction,	
	assemblage, quilling)	
	0 / 1 0/	
	Assessment: : Let learners	
	generate ideas from visual	
	artworks found in other	
	African communities	
	Amcan communices	

Learning Indicator (s) (Ref. No.)		B3.1.5.1.2 State opinion and feelings on events and	
		characters in stories.	
		B3.1.6.1.1 Discuss and demonstrate non-verbal forms	
		of greeting	
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 Ending			
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	 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.	
	Engago Joanars to sing	• Povice greetings with	What have we learnt
	Engage leaners to sing songs and recite	Revise greetings with	What have we learnt today?
	familiar rhymes	learners.	today:
	Tarrillar Triyilles	Demonstrate some non- workal forms of greatings	
		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 	Review the lesson with learners
	non-verbal forms of greetings in groups and in pairs Assessment: let learners demonstrate non-verbal forms of greeting	
Engage leaners to sing songs and recite familiar rhymes	 Revise greetings with learners. Demonstrate some nonverbal 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 Assessment: let learners demonstrate non-verbal forms of greetings 	What have we learnt today? Review the lesson with learners

TERM TWO BASIC FOUR WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE BASIC FOUR

Name of School.....

Week Endin	g		
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	licator(s)	B4.1.6.3.1 B4.2.6.2.1	B4.3.2.1.5.
		B4. 4.9.1.1 B4.5.4.1.2.	B4.6.1.1.1.
Performance Indicator		conversation on top personalities etc. wi B. Learners can development through extensive results C. Learners can idented determiners "which specific persons or considered in the immediate encorganise ideas before	cify and use interrogative whose"—to find out about objects a topic of choice on issues vironment, brainstorm and re writing onstrate the use of the a speech and in writing to ons a variety of age- and level and present a-two-rof each book read s, letter cards, handwriting
		on a manila card and a class library.	
_	•	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	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Model describing yourself: e.g. name, physical	What have we learnt today?

features, character, likes and dislikes etc.

- Guide learners with appropriate questions to give oral descriptions of themselves.
- Select and describe a family member using relevant vocabulary.
- Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.
- Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc.
- Through questions and answers have learners talk about the roles and duties of these ministers.
- Individually, ask learners to talk about their favourite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned.

B.READING

Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences.

• Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same.

Ask learners to summarize the main points in the lesson

		 Guide learners to make meaning from the context in which words have been used. Assessment: Let learners use the words in sentences 	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Present several examples in context and explain their use. • Have learners identify them in sentences and short texts. • Let them use the interrogatives in their own sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Let learners use interrogative determiners "which, whose" to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Take learners through the Prewriting stage process Assessment: Put learners in groups of four (4). Each member suggests a topic, identify the purpose, audience and the context of the piece.	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday		E.WRITING CONVENTION Learners in pairs plan what they will do during the next weekend. • They put their plan into writing using modal auxiliaries	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment:	
		Let learners	
		demonstrate the use of	
		the simple past form in	
		speech and in writing to	
		express past conditions	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Guide learners to choose	what they read to the
	during the library period	and read independently	whole class
		books of their choice	
		during the library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback	
		Assessment: Ask each	
		learner to write a-two-	
		paragraph summary of the	
		book read	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.2.6.1	
Performance Indicator	Learners can solve multi-step word problems involving	
	the four basic operations	
Strand	Number	
Sub strand	Number Operations	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Sing songs like:	Learners model	Review the lesson with
		mathematical statements	Learners
	I'm counting one, what	from a given word	
	is one	problem involving	
	1 - One is one alone,	addition and	
	alone it shall be.	multiplication and solve	Assessment: have
	4 - Follow me	using the strategies learnt	learners to practice with
	5 - Fire		more examples
Wednesday	Sing songs like:	Learners model	Review the lesson with
		mathematical statements	Learners
	I'm counting one, what	from a given word	
	is one	problem involving division	
	1 - One is one alone,	and subtraction and solve	Assessment: have
	alone it shall be.	using the strategies learnt	learners to practice with
			more examples
Thursday	Sing songs like:	Learners role play a given	Review the lesson with
		word problem involving	Learners
	I'm counting one, what	addition and	
	is one	multiplication and solve	
			Assessment: have
		Learners role play a given	learners to practice with
		word problem involving	more examples

		subtraction and division and solve	
Friday	Sing songs like:	Learners model mathematical statements	Review the lesson with
	I'm counting one, what	from a given word	Learners
	is one	problem involving division	
	1 - One is one alone,	and multiplication and	Assessment: have
	alone it shall be.	solve using the strategies	learners to practice with
	2 - Two pair, two pair	learnt The relationship	more examples
	come pair let us pair	between operations and	
	3 - Turn around	the use of calculator and	
	4 - Follow me	spreadsheet to assess the	
	5 - Fire	reasonableness of	
		answers should be stress,	

Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B4.2. 2.1.1	
Performance Indicator	Learners can observe, identify and give the functions	
	the parts of a plant	
Strand	CYCLES	
Sub strand	LIFE CYCLES OF ORGANISMS	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Thursday	Engage learners to sing	Learners, in groups,	What have we learnt
	songs and recite familiar	uproot young plants from	today?
	rhymes	the school surroundings	
		for a class activity.	Ask learners to
		 Learners observe, 	summarize the important
		identify and give functions	points of the lesson
		of parts of the plants	
		(roots, stem, leaves and	
		flower)	
		Learners draw annotated	
		diagrams of the plants and	
		display them in class.	
		Learners relate the	
		functions of the parts to	
		their positions on the	
		plant.	
		Assessment:	
		Let learners	
		give the functions of the	
		parts of a plant	

Week Endi	ing		
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Ir	ndicator(s)	B4.2.1.3 .1.	
Performan	ce Indicator	Learners can describe the s	un as the source of light ar
		heat to the earth	
Strand		ALL AROUND US	
Sub strand		The Environment and the V	Veather
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)		
Tuesday	Engage learners to sing	Learners discuss the sun	What have we learnt
	songs and recite familiar	as the ultimate source of	today?
	rhymes	energy and life on earth	
		and learn more facts	Ask learners to
		about the sun: it is a star,	summarize the main
		it is at the centre of the	points in the lesson
		solar system, the earth	
		moves round the sun, the	
		sun is 149.6 kilometers	
		from the earth, it is over one million times bigger	
		than the earth.	
		than the earth.	
		Reflec	
		(·)	
		Learners conduct the	
		Learners conduct the above experiment or	

and heat from the sun.

age learners to sing gs and recite familiar mes	Assessment: Let learners describe the sun as the source of light and heat to the earth Learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat. Learners reflect on human activities that can lead to increase in the sun's heat on the earth Assessment: Let learners write some of the ways they can protect themselves against sun rays:	What have we learnt today? Ask learners to summarize the main points in the lesson

		Г	
Week Endi	ng		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning In	dicator(s)	B4.2.1.1.1	
Performan	ce Indicator	Learners can recognise the	need to take active part in
		worship	
Strand		Religious Practices and thei	r Moral Implications
Sub strand		Religious Worship, Prayer a	nd other Religious
		Practices	
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)		
Friday	Engage learners to sing	Together with learners,	What have we learnt
	songs and recite familiar	discuss why we worship	today?
	rhymes	God: to draw closer to	
		God, to communicate with	Ask learners to
		God, to show obedience	summarize the main
		to God, etc.	points in the lesson
		• In groups, learners	
		should recognise the need	
		to take active part in	
		worship	
		Assessment:	
1		Let learners explain why	
		we need to take active	
İ		part in worship	

Week Ending	
Class	Four
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B4.1.4.1.1
Performance Indicator	Learners can describe the history of Ghana's major
	historical locations
Strand	My Country Ghana
Sub strand	Major Historical Locations
Teaching/ Learning Resources	Pictures
Cara Campatanaiaa, Craativity and	Innovation Communication and Callaboration Daysonal

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

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	, 1000001110110 ,	(2001110171110170011017)
Tuesday	Engage learners to sing	With the use of internet,	What have we learnt
	songs and recite familiar	identify the major	today?
	rhymes	historical locations in	
		Ghana (where they are	Ask learners to
	where could these	located, who built them	summarize the main
	historical locations be	when and why they were	points in the lesson
	found? When were they	built).	
	built? Who built them?		
	Why were they built?	Assessment:	
		Let learners identify the	
		major historical locations	
		in Ghana	
		where they are located	
		and who built them	
Thursday	Engage learners to sing	Explain some of the uses	What have we learnt
	songs and recite familiar	to which these historical	today?
	rhymes	locations have been put	
		since they were built.	Ask learners to
			summarize the main
		Assessment:	points in the lesson

Let learners explain some	
of the uses to which these	
historical locations have	
been put since they were	
built.	

g		
	four	
	CREATIVE ARTS	
	Creative Arts curriculum	
icator(s)	B4. 1.1.1.3	
Performance Indicator Learners can generate ideas by studying visual a created by selected Ghanaian visual artists that the natural and manmade environments of som communities in Ghana		visual artists that reflect
	Visual Arts	
	Thinking and Exploring Ideas	
earning Resources	Pictures	
tencies: Creativity and	Innovation Communication and	d Collaboration Personal
it and Leadership Critic	al Thinking and Problem Solvin	g.
PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
10 MINS	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)		
Engage learners to	Learners are to:	What have we learnt
sing songs and recite	select artworks of some	today?
familiar rhymes	Ghanaian visual artists that	
	show aspects of the natural	Ask learners to
	and manmade environments;	summarize the main
	② observe the artworks in	
	B observe the artworks in	points in the lesson
	detail and describe the ideas	points in the lesson
		points in the lesson
	earning Resources tencies: Creativity and at and Leadership Critic PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	four CREATIVE ARTS Creative Arts curriculum B4. 1.1.1.3 Learners can generate ideas by created by selected Ghanaian with the natural and manmade envicommunities in Ghana Visual Arts Thinking and Exploring Ideas Pictures Pictures Tencies: Creativity and Innovation Communication and the and Leadership Critical Thinking and Problem Solvin PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Ghanaian visual artists that show aspects of the natural and manmade environments;

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	licator(s)	B4.1.2.1.5.	
Performance	e Indicator	Learners can moving, sele	ecting and hiding multiple
		icons on the desktop	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WII	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	novation Communication and	d Collaboration Personal
<u> </u>	•	Thinking and Problem Solvin	
-	·		<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	,	
	Engage learners to sing	Guide learners to move,	What have we learnt
	songs and recite familiar	select and hide icons on	today?
Wednesday	rhymes	the desktop.	
			Ask learners to
			summarize the main
		Assessment:	points in the lesson
		Let learners move, select	
		and hide icons on the	
		desktop.	

Week End	ding			
Class		Four		
Subject		PHYSICAL EDUCATION		
Reference	 e	PE curriculum Page		
Learning	Indicator(s)	B4.1.2.1.1		
Performa	nce Indicator	Learners can perform move	ement skill with one hand or	
		one foot and compare wit	h movement skill with two	
		hands and two feet.		
Strand		MOTOR SKILL AND MOVEMENT PATTERNS		
Sub stran	d	LOCOMOTOR, MANIPULAT	IVE AND RHYTHMIC SKILLS	
Teaching	/ Learning Resources	cones		
Core Com	petencies: Creativity and Inr	Innovation Communication and Collaboration Personal		
Developn	nent and Leadership Critical	Thinking and Problem Solvii	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	What have we learnt	
	demarcated area in files	movement skills such as	today?	
	while singing and	dribbling in handball with		
	clapping to warm-up the	one hand or foot and	Use answers to	
	body for maximal	compared with	summarise the lesson.	
	•			
	performance and to	performing movement		

two feet.

Learning Indicator (s) (Ref. No.) B4.1.6.1.1 Narrate any		B4.1.6.1.1 Narrate any inter	resting experiences in life.
		B4.1.6.1.2 Respond/react to other peoples' stories or	
		narratives.	
Performan	ce Indicators	The learner	should narrate any
		interesting experien	ces in life.
			should respond/react to
		other peoples' storic	es or narratives.
Week Endir	ng		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ I	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
	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)		
	Engage leaners to sing		What have we learnt
	songs and recite	some traditional plays	today?
	familiar rhymes	they know.	
		Ask learners to sing the	
		songs associated with the	
		plays.	
		 Give an account of any interesting experience you 	
		have had in life as a	
		teacher.	
		Discuss the narrated	
		experience with learners.	
		Allow learners to also	
		narrate any interesting	
		experience they have had	Review the lesson with
		in life.	learners
		Accordments lot learners	
		Assessment: let learners	
		narrate any interesting	
		experiences in life.	

	Engage leaners to	o sing	Ask learners to mention	What have we learnt
	songs and recite		some traditional plays	today?
	familiar rhymes		they know.	
			 Ask learners to sing the 	
			songs associated with the	
			plays.	
			 Give an account of any 	
			interesting experience you	
			have had in life as a	
			teacher.	
			 Discuss the narrated 	
			experience with learners.	
			 Allow learners to also 	
			narrate any interesting	
			experience they have had in	
			life.	Review the lesson with
				learners
			Assessment: let learners	
			narrate any interesting	
			experiences in life.	
	Engage leaners to	o sing	Let learners narrate	What have we learnt
	songs and recite		their experiences in life (it	today?
	familiar rhymes		could be an experience at	
			the hospital, school, home	
			or the playing field).	
			• Discuss the experience	
			narrated with learners.	
			 Let learners express 	
			their views on the	
			experiences narrated.	
			 Lead learners to 	
			recognise the various	
			positive reactions to other	
			people's experiences	
I				Review the lesson with
			Assessment: let learners	learners
			Assessment: let learners respond/react to their	learners
			respond/react to their	learners
				learners

TERM TWO BASIC FIVE WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FIVE

Name of School.....

Week Endi	ng			
Class		Five		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Pa	nge	
Learning In	ng Indicator(s) B5.1.6.2.2 B5.2.6.3.1 B5.3.2.1.3. B5.4.9.2.1		1.3. B5.4.9.2.1	
	.,	B5.5.3.1.4 B5.6.1.1.1		
Performan	ce Indicator	A. Learners can listen and vi	ew for the entire duration	
		of a text, speech, presen	tation, video etc.	
		B. Learners can deduce me	eaning of words from the	
		word class they belong t	o and how they relate to	
		one another (synonyms a	•	
		C. Learners can identify and	• •	
		to show possession	•	
		D. Learners can develop id	eas into a two-paragraph	
		·	g the writing conventions,	
			words within and across	
		J		
		paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after		
		E. Learners can identify and use abstract nouns to		
		refer to concepts and ideas		
		F. Learners can read a variety of age- and level		
		appropriate books and present at least a-three-		
		paragraph summary of e	ach book read	
Teaching/ I	Learning Resources	Word cards, sentence cards, lett	er cards, handwriting on	
	· ·	a manila card and a class library	=	
Core Comp	etencies: Creativity and	Innovation Communication and	Collaboration Personal	
_		cal Thinking and Problem Solving		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	10	(New Learning Including	10MINS	
	MINS	Assessment)	(Learner And Teacher)	
	(Preparing The Brain			
	For Learning)			
Tuesday	Engage learners to	A.ORAL LANGAUGE	Have learners play	
	sing songs and recite	Play an audio video on your	vocabulary games, e.g.	
	familiar rhymes	phone or laptop and let	The Synonym/Antonym	
		learners listen carefully. Set a	Tree game	

		task to guide them to focus on the activity. • Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation. • Select a real life scenario e.g. head teacher addressing the school after winning the sports competition. Learners in groups organise their speech; elect a representative to read while others listen.	
		B.READING Teach meaning of keywords in a text by using them in sentences. In groups of six have learners bring out the contextual meaning of the words using synonyms and antonyms. Have learners use these words in their own sentences. Have them present their work to the class for feedback. Assessment: let learners use synonyms and antonyms words to form sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Provide an interesting story abundant in possessives, e.g. mine, yours, his. E.g., This is mine. Learners Provide an interesting story abundant in possessives, e.g. mine, yours, his. Assessment: let learners identify possessive pronouns to in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to	D.WRITING	What have we learnt
	sing songs and recite familiar rhymes	Scaffold the writing process. i. Pre-writing	today?
		Have learners select and discuss topics of interest on	Ask learners to summarize the main
		discuss topics of interest on issues in their community with	points in the lesson
		their partners. • Have learners use strategies	
		such as brainstorming and	
		mind map to generate as many ideas as possible about the	
		topics.	
		Have them organise the ideas into a writing plan using an	
		outline, a chart or appropriate	
		graphic organiser.	
		e.g. line diagram	
		Poor sanitation What is Causes solution	
		poor / sanitation effects	
		Samtation effects	
		Assessment: let learners select	
		topics of interest on issues in	
		their community and develop a writing plan for it.	
Friday	Engage learners to	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt today?
	sing songs and recite familiar rhymes	Revise concrete nouns.	touay!
		Introduce abstract nouns as nouns or names of things that	Ask learners to summarize the main
		cannot be touched, seen or	points in the lesson
		felt. They include ghost, beauty, holiness, mercy, etc.	
		Provide a passage with	
		concrete and abstract nouns and let learners identify each	
		category.	
		A	
		Assessment: let learners identify concrete and abstract	
		nouns and let learners i	

Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read	Have learners read	what they read to the
	books during the	independently books of their	whole class
	library period	choice during the library	
		period.	
		Learners think-pair-share	
		their stories with peers.	
		Ask each learner to write a-	
		two-three paragraph summary	
		of the book read.	
		Invite individuals to present	
		their work to the class for	
		feedback	
		Assessment: Ask learners to	
		write a-two-three paragraph	
		summary of the book read for	
		readings	

Week Ending			
Class	Five		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B5.1.3.1.3 B5.1.3.1.4		
Performance Indicator	 Learners can use the concept of equivalent fractions in changing fractions to the same denominator for addition and subtraction of like fractions (one denominator being a multiple of the other). Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions) 		
Strand	1- Number		
Sub strand	3: Number: Fractions		
Teaching/ Learning Resources	Counters		

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
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	To add the fractions, $\frac{1}{3}$ and $\frac{2}{6}$, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 6 and their sum is, = $4/6 = 2/3$ (i.e. its simplest form) subtract the fractions, $2/3$ and $2/5$, we need find the Lowest Common	Review the lesson with Learners Assessment: have learners to practice with more examples

		Denominator (LCD) and	
		use this to express the	
		equivalent fractions. The	
		LCD is 15 and the	
		equivalent fractions are	
		10/15 and 6/15; = 4/15	
Wednesday	Sing songs like:	To add like mixed	Review the lesson with
		fractions that are larger	Learners
	I'm counting one, what	than 1, , we write down	
	is one	the sum of the whole	Assessment: have
	1 - One is one alone,	numbers and add the	learners to practice with
	alone it shall be.	fractions;	more examples
Thursday	Sing songs like:	To subtract like-fractions	Review the lesson with
	I'm counting one, what	that are larger than 1, we	Learners
	is one	change the mixed	
	1 - One is one alone,	fractions into improper	Assessment: have
	alone it shall be.	fractions and subtract;	learners to practice with
			more examples
Friday	Sing songs like:	To add or subtract	Review the lesson with
		improper fractions with	Learners
	I'm counting one, what	different denominators,	
	is one	(213 and 325) we need	
	1 - One is one alone,	find the Lowest Common	Assessment: have
	alone it shall be.	Denominator (LCD) and	learners to practice with
	2 - Two pair, two pair	use this to express the	more examples
	come pair let us pair	equivalent fractions.	

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B5.2.1.5.1
Performance Indicator	Learners can identify human activities that make water
	unsuitable for human use
Strand	2: CYCLES
Sub strand	1: EARTH SCIENCE
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, identify human activities that make water unsuitable for use, e.g. toxic waste disposal, sewage disposal, deforestation, mining, littering, pesticides, herbicides and fertilizer application and agricultural practices. • Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution. Learners brainstorm to come out with ways of preventing, minimizing and controlling water pollution.	Project: Task learners to work in groups to create concept maps on the causes, control and prevention of water pollution.

Asso	essment: let learners	
ider	tify human activities	
that	make water	
uns	uitable for human use	

Week Ending		
Class	Five	
Subject	OUR WORLD OUR PEOPLE	
Reference	OWOP curriculum Page	
Learning Indicator(s)	B5.2.1.3.1.	
Performance Indicator	learners can describe the shape of the earth	
Strand	2: ALL AROUND US	
Sub strand	1: The Environment and the Weather	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners use the globe to	What have we learnt
	songs and recite familiar	study the shape of the	today?
	rhymes	earth	
		Learners watch	Ask learners to
		pictures/videos illustrating	summarize the main
		the shape of the earth-	points in the lesson
		picture and video of an	
		approaching ship	
		Assessment: let learners	
		describe the shape of the	
		earth	
Thursday	Engage learners to sing	Learners watch	What have we learnt
	songs and recite familiar	pictures/videos illustrating	today?
	rhymes	the shape of the earth-	
		picture and video of an	Ask learners to
		approaching ship	summarize the main
		Learners sketch the globe	points in the lesson
		to illustrate the shape and	
		angle of the earth on its	
		axis	
		Assessment: let learners	
		sketch the globe to	

	illustrate the shape of the	
	earth.	

Week Ending	
Class	Five
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B5.2.1.1.1
Performance Indicator	Learners can Discuss the moral importance of worship.
Strand	2: Religious Practices and their Moral Implications
Sub strand	1: Religious Worship in the Three Major Religions in
	Ghana
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal

Development and Leadership Critical Thinking and Problem Solving. Communication and

Collaboration

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	Help learners (in groups)	What have we learnt
	songs and recite familiar	to explain modes of	today?
	rhymes	worship: charity, prayer,	
		song ministration,	Ask learners to
		evangelism, etc	summarize the main
		• Let learners give reasons	points in the lesson
		for worshipping:	
		humankind is under the	
		authority of the Creator,	
		we demonstrate that we	
		depend on God for	
		survival, etc	
		Assessment: let learners	
		give the importance of	
		worship	

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B5.4.2.1.2
Performance Indicator Learners can Identify some of the health fac	
	housing projects in the colonial period
Strand	Colonisation and Developments under Colonial Rule
	in Ghana
Sub strand	2: Social Developments Under Colonial Rule
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss the health	What have we learnt
	songs and recite familiar	facilities projects carried	today?
	rhymes	out during the colonial	
		period e.g. the	Ask learners to
	What health facilities	establishment of the Korle	summarize the main
	were built during the	Bu hospital (1923),	points in the lesson
	colonial period		
		Assessment: let learners	
		identify some of the	
		health facilities and	
		housing projects in the	
		colonial period	
Thursday	Engage learners to sing	Discuss the health	What have we learnt
	songs and recite familiar	facilities and housing	today?
	rhymes	projects carried out during	
		the colonial period e.g. the	Ask learners to
	What health facilities	establishment of the Korle	summarize the main
	were built during the	Bu hospital (1923), Kumasi	points in the lesson
	colonial period?	hospital, and Takoradi	
		hospital.	

	Assessment: let learners	
	identify some of the	
	housing projects in the	
	colonial period	

Week Ending	g		
Class		Five	
Subject CREATIVE ARTS			
Reference		Creative Arts curriculum	
Learning Ind	icator(s)	B5. 1.1.1.3.	
Performance	e Indicator	Learners can Study son	ne artworks created by
		Ghanaian and other African visual artists studied that	
		reflect the physical and social environments of some	
		African communities	
Strand		Visual Arts	
Sub strand		Thinking and Exploring Idea	ns
Teaching/ Le	earning Resources	Pictures	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	• select the works of	today?
	rhymes	Ghanaian and other	
		African visual artists	Ask learners to
		that reflect ideas from	summarize the main
		the physical and social	points in the lesson
		environment of some	
		African communities;	
		appreciate: talk about	
		the works in-pairs and	
		share their views during a	
		plenary session	
		A	
		Assessment:	
		Learners are to:	
		 select the works of Ghanaian and other 	
		African visual artists	
		; • compare the works in	
		terms of type, function,	
		materials, methods, etc	

Week En	ding		
Class		five	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B5.1.3.1.1:	
Performa	nce Indicator	Learners can organise tradi	tional music and dance
Strand		MOTOR SKILL AND MOVEN	1ENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULAT	TIVE AND RHYTHMIC SKILLS
Teaching	Learning Resources	Drums	
Core Con	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvir	ng.
<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)		
	Learners jog round a	After warm up routine,	End the lesson with cool
Friday	demarcated area in files	the teacher will organise	down activities and use
	while singing and	traditional music and	questions to summarise
	clapping to warm-up the	dance for learners.	the lesson
	body for maximal	Learners dance in pair's	
	performance and to	base on their ability level.	
	prevent injuries	Organise dancing	
		competition for learners.	

Week Endin	g		
Class		five	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	earning Indicator(s) B5.1.4.1.2 B5.1.4.1.3. 2B5.1.4.1.4.		2B5.1.4.1.4.
Performance	e Indicator	Learners can Explain the	fundamentals of digital
		system components (h	ardware, software and
		networks).	
		Learners can discuss how	technology is used to save
		lives in community and hov	v they are used.
		Discuss the effects of techn	ology on the community.
Strand		: INTRODUCTION TO COMP	UTING
Sub strand		4: TECHNOLOGY IN THE CO	MMUNITY
		(COMMUNICATION	
Teaching/ Learning Resources		Laptop	
Core Compe	tencies: Creativity and Inn	novation 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)		
	Engage learners to sing	Guide learners to	What have we learnt
Wednesday	songs and recite familiar	brainstorm the basics of	today?
	rhymes	digital system	
		components such as	Ask learners to
		hardware, software and	summarize the main
		networks	points in the lesson
		Guide learners to explore	
		how technology is used to	
		save lives in communities.	
		Group them into groups	
		of a maximum of five and	
		let them present their	
		findings to the class	

brainstorm the effects of

Guide learners to

technology on the

community. Show
learners videos or pictures
of effects of technology
on the community. Let
them discuss in groups,
the effects of technology
on their own community.
Positive effects – health
care, education,
manufacturing,
agriculture etc. Negative
effects – resource
depletion, pollution,
privacy and security etc.

Assessment: let learners give effects of technology on the community

Learning Indicator (s) (Ref. No.) Performance Indicators		discuss items used a The learner s discuss things used a The learner s	w some of the items used maintained. Should recognise and the home.
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ I	earning Resources	Manila cards, markers, recorded audios visual	
Core Competencies: Communication and co		nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment) • Show learners pictures or concrete objects of items at home. • Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc. Let learners discuss the uses of the items in the home. • Ask learners to improvise the use of some	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?

	of the home items to the class. • Let learners describe some of the items to the class.	Review the lesson with learners
	Assessment: let learners mention some items used at home.	
Engage leaners to sing songs and recite familiar rhymes	 Take learners round the school environment. Ask learners to tell you some items learners saw when they return to the classroom. Show learners pictures or concrete objects of items at school. Ask learners to mention the names of the things and write them on the board. E.g. books, chalk, pens, chairs, table, etc. In groups, let learners describe the items and their uses. Let learners tell which people use the items. Allow learners to put some of the names of the items into both oral and 	What have we learnt today? Review the lesson with learners
	items into both oral and written sentences. Assessment: let learners mention some things used at school.	learners
Engage leaners to sing songs and recite familiar rhymes	• Show learners items found at school and at home.	What have we learnt today?

 Pick one of the items and show learners how the item is maintained. Help learners to demonstrate how some of the items used at home and in school are maintained. Put learners in groups and let learners present to the class how an item is maintained and its benefits that come with maintenance Assessment: let learners mention some of the 	Review the lesson with learners
maintenance	

TERM TWO BASIC SIX WEEK ONE

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC SIX

Name of School.....

Week Ending			
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indi	cator(s)	B6.1.6.2.2 B6.2.6.2.1 B6.3.3.1 B6.5.4.1.1. B6.6.1.1.1.	.1. B6.4.9.3.1
Performance	A. Learners can listen and view for the duration of text/speech/presentation/etc B. Learners can develop a rich vocabulary st through extensive reading of age-approp text; substituting selected nouns verbs ar adjectives in a text with synonyms /near synonyms C. Learners can Identify and use: ref		esentation/video ccabulary stock age-appropriate uns verbs and nyms /near use: reflexive ouns reciprocal se the draft to proposing mprovement. etween how the nt perfect tense in writing e a variety of age- nd present a one-
Teaching/ Lea	arning Resources	Word cards, sentence cards, letter cards, handwriting	
00		on a manila card and a class library.	
-	·	novation Communication and Collabora	ation Personal
Development	and Leadership Critical Th	hinking and Problem Solving.	
DAVC	DUACE 4. CTARTER 40	DUACE 2- MAIN 400 4/1/6	. DEEL COTION
	PHASE 1: STARTER 10		: REFLECTION
	MINS	(New Learning Including 10MINS	
	(Preparing The Brain For Learning)	Assessment) (Learner	And Teacher)

Tuesday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
Tucsuay	songs and recite familiar	Together with learners	today?
	_	choose a text from their	today:
	rhymes		Ack learners to
		readers which has already	Ask learners to
		been read.	summarize the main
		Discuss the text e.g.	points in the lesson
		title, characters, simple	
		literary terms.	
		 Guide learners to 	
		discuss the character	
		traits of some characters	
		and role-play them. Pause	
		to ask learners questions	
		in the process, e. g. Why	
		do you think the	
		characters said that?	
		B .READING	
		Have learners regularly	
		play several vocabulary	
		games such as "Word	
		hunt", "Lucky Dip", "I	
		know it", etc.	
		Let them build a portfolio	
		on vocabulary and use	
		them in meaningful	
		sentences.	
		Serreerides.	
		Assessment: let learners	
		Use selected words to	
		form sentences	
		TOTTIL SETTLETICES	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
recaricsady	songs and recite familiar	Use a text to revise the	today?
	rhymes	different pronouns learnt	coddy.
	Tityines	in B1-B5.	Ask learners to
		Introduce reflexive	summarize the main
		pronouns with examples	points in the lesson
		in sentences.	
		Discuss the reflexive	
		pronouns with learners.	

		Provide a passage and	
		group learners to identify	
		reflexive pronouns, and	
		use the pronouns	
		identified in sentences.	
		Repeat the procedure	
		to teach relative and	
		reciprocal pronouns.	
		Assessment: let learners	
		mention examples of	
		Identify and use: reflexive	
		pronouns, relative	
		pronouns reciprocal	
		pronouns and use it to	
		form sentences	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Have learners review their	today?
	rhymes	first draft by reading it	
		slowly and critically	Ask learners to
		several times to identify	summarize the main
		words/expressions that	points in the lesson
		need to be cancelled.	
		Guide learners with the	
		questions below:	
		i. Are your ideas in order	
		and easy to understand?	
		ii. Are all the sentences	
		talking about the main	
		idea of the paragraph?	
		iii. Are all the paragraphs	
		talking about the topic?	
		Have learners read their	
		partners' draft and offer	
		suggestions.	
		Encourage learners to	
		make as many changes as	
		are necessary to improve	
		their drafts.	
		Have learners make a	
		clean draft for publishing	
If you find this	file helpful for your work kin	dly donate to the MTN no. 024	5350591 (Nana Eiifi Acquah) to

		Assessment: let learners review their partner's draft review to produce a coherent piece	
Friday	Engage learners to sing songs and recite familiar rhymes	E. WRITING CONVENTION AND GRAMMAR USAGE Revise the simple present and present perfect tenses by using examples and situations. • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past. • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. Assessment: let learners write a story using the simple past	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely.	Have learners to tell what they read to the whole class

- Have learners read books of their choice independently during the library period.
- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.
- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.

Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B6.5.4.1.1	
Performand	ce Indicator	Learners can explain post \	World War II developments
		in the Gold Coast	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	?
Teaching/ L	earning Resources	Pictures	
·	•	ovation Communication and hinking and Problem Solving	
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Why was the Watson Commission formed? Who were its members?	Discuss the establishment of the Watson Commission. Assessment: let learners explain why Watson commission was established	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the establishment of the Watson Commission. Assessment: let learners explain post World War II developments in the Gold Coast	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endi	ng		
Class	ass six		
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B6.3.1.1.1	
Performan	ce Indicator	Learners can explain the	functions of organs in the
		excretory system of human	S
Strand		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEM	S
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	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)		
Thursday	Engage learners to sing	Engage learners to review	What have we learnt
	songs and recite familiar	the functions of some	today?
	rhymes	human organs.	
		Learners explain the	Ask learners to
		need for activities such as	summarize the important
		breathing, urinating and	points of the lesson
		sweating.	
		With the aid of videos,	
		charts or models, assist	
		learners to identify the	
		organs of the excretory	
		system of humans	
		(kidneys, lungs, skin, liver).	
		Learners, in an activity,	
		match the parts of the	
		excretory system with	
		their excretory products.	
		Build vocabulary of	

learners by explaining key

biological terms such as
urea, kidney, lungs and
excretion.
Learners are provided
with materials such as blu
tack or clay to mould the
kidney of humans. NB: The
lesson should mainly focus
on the kidneys, lungs, skin,
and their excretory
products.
Assessment: let learners
explain the functions of
organs in the excretory
system of humans

Week Ending	
Class	six
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B6.1.1.6.1 B6.1.2.6.2
Performance Indicator	 A. Learners can Locate, compare and order sets of integers using the number line and symbols "< or >". B. Learners can Solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)
Strand	Number
Sub strand	Number Operations
Teaching/ Learning Resources	Counters

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

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:	Use number line to help	Review the lesson with
		learners to identify integers	Learners
	I'm counting one, what	as opposites of whole	
	is one	numbers by answering the	
	1 - One is one alone,	following questions:	Assessment: have
	alone it shall be.	i. Which integer is at the	learners to practice with
	2 - Two pair, two pair	point marked B1?	more examples
	come pair let us pair	ii. Which integer is larger	
	3 - Turn around	than B1 and which is	
	4 - Follow me	smaller?	
	5 - Fire	iii. How many steps away	
		from B is B1?	
		C P B' A' 0 A B P C .2 .1 0 1 2 3	
Wednesday	Sing songs like:	Use number line to help	Review the lesson with
,		learners to do the following	Learners
		types (addition)	

I		
alone it shall be.	(4) 1 + -3 =	
2 - Two pair, two pair	(5) -6 + 5 =	
come pair let us pair	(6) 6 + -2 =	
3 - Turn around	(7) -6 + 8 =	
4 - Follow me	(8) -2 + 9 =	
5 - Fire		
	-6+3=-3 -8-7-6-5-4-3-2-1-0-1-2	
	-6+(-3)=-9 -10-9-8-7-6-5-4-3-2-1 0	
Sing songs like:	Learners do the following	
	_	
I'm counting one, what	,, ,	
		Assessment: have
	' '	learners to practice with
	· · · =====	more examples
1		more examples
	· · · ===	
	(10) 4 - 0	
	Loomono do tho follouino	Douisus the Jacoba with
Sing songs like:		Review the lesson with
	, , ,	Learners
_		
	' ' 	Assessment: have
	· · · =====	learners to practice with
1		more examples
· · · · · · · · · · · · · · · · · · ·		
3 - Turn around	(15) -8 - 8 =	
4 - Follow me	(16) 4 – 6 =	
5 - Fire		
	2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire 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 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 - Turn around 4 - Turn around 4 - Follow me	1 - One is one alone, alone it shall be. (3) -3 + -5 = (4) 1 + -3 = (5) -6 + 5 = (6) 6 + -2 = (7) -6 + 8 = (8) -2 + 9 = (8) -2 + 9 = (10) -2 - 1 = (11) 8 - 7) = (12) 2 - 6) = (13) -1 - 7 = (16) 4 - 6 = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7) = (11) 8 - 7 = (11) 8 - 8 = (11) 8 -

Week Endin	α				
Class	5	six			
Subject		CREATIVE ARTS			
Reference		_	ts curriculur		
	l: t - :/ - \			11	
Learning Ind		B6. 1.1.1.3.			
Performance	e indicator		Learners can Study some artworks created by internationa		
		visual artists that reflect the physical and social			
Strand		environments of some communities in the world Visual Arts			
Sub strand			d Evaloring	Idoas	
	in- Deserves	_	d Exploring	lueas	
	earning Resources tencies: Creativity a	Pictures		instinut and Call	ahanatian Banasaal
-	nt and Leadership Cr				
DAYS	PHASE 1: STARTER	PHASE 2: N	IAIN 40MIN	S	PHASE 3:
	10	(New Learn	ing Includin	ng	REFLECTION
	MINS	Assessmen	t)		10MINS
	(Preparing The				(Learner And
	Brain				Teacher)
Wednesday	For Learning) Engage learners to	Loarnors ar	o to: 🗵 coloc	t the designs	What have we
vveunesuay	sing songs and			national visual	learnt today?
	recite familiar		eflect ideas		learnt today:
	rhymes			ironments of	Ask learners to
	Triymes		inity in the v		summarize the
			They in the v	World,	main points in the
					lesson
		A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe	The seat of the government of Ghana developed from the concept of a stool	

appreciate: discuss the selected artworks in groups and share findings with the rest of the class while focusing on the type of artwork, theme/purpose, the idea from the physical and social environment that it reflects, materials and methods/approaches used, etc

Assessment Learners are to: select and compare any two of the artworks in terms type, material, method, finishing, function and suitability, etc.

_		T		
Week Endi	ng			
Class		six		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning Ir	idicator(s)	B6.1.2.1.11		
Performan	ce Indicator	Learners can Dribble a ball and kick (shoot) it toward		
		a goal while being guarded		
Strand		MOTOR SKILLS AND MOVEMENT PATTERNS		
Sub strand		LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS	
Teaching/	Learning Resources	cones		
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)			
	Learners jog round a	Arrange 5 cones in front	What have we learnt	
	demarcated area in files	of a goal post. The last	today?	
	while singing and	cone should be about 5-	Use answers to	
	clapping to warm-up the	10m away from the target	summarise the lesson.	
	body for maximal	or the goal post. Learners		
	performance and to	in front with the ball		
	prevent injuries	dribbles through the		
		cones based on their		
		capabilities and after the		
		last cone kicks it into the		
		goal post. Learners		
		progress at their own		
		pace. Learners play mini		
		football game in groups.		
		Learners cool-down to end		
		the lesson.		

Week En	ding			
Class		six		
Subject		COMPUTING		
Reference	e	Computing curriculum Page		
Learning	Indicator(s)	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3		
Performa	ance Indicator	Learners can Demonstrate how to use the File mer		
		and Insert, Design, and Layout Ribbons from B5.		
		Learners can Demonstrate how to use icons in the To		
		group in the Insert Ribbon.		
		Learners can Be able to	use the attributes of the	
		ribbons studied in a paragra	aph.	
Strand		WORD PROCESSING		
Sub strar	nd	INTRODUCTION TO MS-POWERPOINT		
Teaching	/ Learning Resources	Laptop		
Core Con	npetencies: Creativity and Ini	Innovation Communication and Collaboration Personal		
Develop	ment 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)			
	1 01 2011111116/			
	Engage learners to sing	Guide learners to use File	What have we learnt	
		menu, Insert, Design and	What have we learnt today?	
	Engage learners to sing			
	Engage learners to sing songs and recite familiar	menu, Insert, Design and Layout Ribbon.		
	Engage learners to sing songs and recite familiar	menu, Insert, Design and	today?	

Guide the learners to

document

create and format text in a

Assessment: let learners format text in a document

Week Endi	ng			
Class		Six		
Subject		OUR WORLD OUR PEOPLE		
Reference		Our World Our People cur	riculum Page	
Learning Ir	dicator(s)	B6.2.2.1.1		
Performan	ce Indicator	Learners can explain the im	portance of animal wast	
		to plants		
Strand		ALL AROUND US		
Sub strand		Plants and Animals		
Teaching/	Learning Resources	Pictures		
_		novation Communication and Thinking and Problem Solvin		
Developing	and Leadership Chilled	THINKING AND PRODUCTION	16•	
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 watch	What have we learnt	
	songs and recite familiar	pictures/videos of manure	today?	
	rhymes	and discuss the		
		importance of manure e.g.	Ask learners to	
		soil fertility	summarize the main	
			points in the lesson	
		Assessment: let learners		
		explain the importance of		
		animal waste to plants		
Thursday	Engage learners to sing	Obtain different plant and	What have we learnt	
	songs and recite familiar	animal waste from the	today?	
	rhymes	community and use such		
		materials to prepare	Ask learners to	
		manure.	summarize the main	
			points in the lesson	
	1	i	1	
		Assessment: let learners		

manure.

Week End	ding		
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B6.2.2.1.2:	
Performa	nce Indicator	Learners can explain the r	need for celebrating various
		festivals	
Strand		Religious Practices and the	ir Moral Implications
Sub stran	d	Festivals in the Three Majo	r Religions
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and In	novation Communication ar	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvii	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 the	What have we learnt
	songs and recite familiar	festivals celebrated in	today?
	rhymes	Ghana.	
		 Lead learners to talk 	Ask learners to
		about why festivals are	summarize the main
		celebrated: teach about	points in the lesson
		love and sacrifice,	
		promote unity and	
		brotherliness, etc.	
		 In groups, let learners 	
		dramatise a festival of	
		their choice, showing	
		important activities like	
		sharing, reconciliation,	
		unity and brotherliness,	
		etc.	
		Assessment: let learners	
		describe how to prepare	

manure

Learning Ir	ndicator (s) (Ref. No.)	f. No.) B6.1.6.1.1 Explore and say the names of cities in	
		Ghana	
		B6.1.6.1.2 Explore or say some towns and villages in	
		Ghana	
		B6.1.6.1.3 Discuss the major rivers in Ghana and those	
		close to the area.	
Performan	ce Indicators	The learner	should explore and say the
		names of cities in Gl	hana
		The learner should explore or say some	
		towns and villages in Ghana	
			should discuss the major
		rivers in Ghana and	those close to the area.
Week Endi	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, recorded audios visual	
Core Comp	etencies: Communication a	n and collaboration Personal development and leadership	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Show learners a current	What have we learnt
	songs and recite	map of Ghana and	today?
	familiar rhymes	mention some of the	
		capital towns.	
		• Let learners point to the	
		cities on the map.	
		• Let learners mention the	
		names of cities in Ghana.	
		 Discuss some of the 	
		locations of the cities.	
			Review the lesson with
		A	learners
		Assessment: let learner	icallicis
		mention the names of	
		cities in Ghana	

Engage leaners to sing songs and recite familiar rhymes	 Ask learners to mention names of towns and villages they know. Show learners a current map of Ghana and mention some of the capital towns. Assist learners to mention the names of some towns and villages in Ghana. Let learners discuss the locations of these towns and villages. Ask learners to tell which villages they come from. 	Review the lesson with learners
	Assessment: let learners mention some towns and villages in Ghana	
Engage leaners to sing songs and recite familiar rhymes	 Ask learners to mention the sources of the water that flow in the taps or boreholes in community. Write out some of the rivers mentioned by learners. Show learners a current map of Ghana. Let learners point to the rivers indicated on the map. Lead learners to mention the major rivers in Ghana after looking at the map. Talk about the locations of these rivers. 	What have we learnt today?

	 Let learners look closely 	
	at the current map of	
	Ghana.	
	 Help learners to 	
	recognise the names of	
	rivers in or close to their	
	area and mention and	
	write the names on the	
	board.	Review the lesson with
	 Discuss whether these 	learners
	rivers serve as a source of	
	water to the community	
	,	
	Assessment: let learners	
	mention the major rivers	
	in Ghana and those close	
	to the area.	
	to the area.	

THE GRANDMOTHER TERM 2, WEEK 2 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6.

TERM TWO KG 1 WEEK TWO

WEEKLY LESSON PLAN FOR KG 1- WEEK TWO

Name of School.....

DATE:	STRAND: VALUES AND BELIEFS		
DAY: Monday			
		SUB STRAND: OUR FAMILY VALUE	S
CLASS: KG1			
CONTENT STANDARD:	K1.3.1.1	INDICATORS: K1.3.1.1.1 K1.3.1	.1.2
Demonstrate understa	nding of	PERFORMANCE INDICATOR:	
the good manners that	our	Learners can identify the g	good manners our
families values and wh	y they	families value and how it of	
value them		personal likes and dislikes	Lan Change Out
		Learners can demonstrate	that snoken words are
		represented in written wo	·
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal I	•
		ration (CI) Critical Thinking and Prob	•
KEY WORDS:	Tey and miles	action (et) entited miniming and the	Mem 301ving
NET WORLDS.			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
	that relate to the lesson.		
MINS			
(Preparing the Brain			
(Preparing the Brain	In a Commu	unity Circle time, the learners	Poster/ cut out
(Preparing the Brain for Learning)		unity Circle time, the learners sked to talk about what they like	Poster/ cut out picture
(Preparing the Brain for Learning) PHASE 2: MAIN		•	•
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	should be a	•	•
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	should be a and dislike.	•	picture
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	should be a and dislike. Teacher sca	sked to talk about what they like	picture Cut out shapes, big
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	should be a and dislike. Teacher sca for their like	sked to talk about what they like	cut out shapes, big books, counters,
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	should be a and dislike. Teacher sca for their like Write their	sked to talk about what they like Iffold them to share their reasons e and dislike.	cut out shapes, big books, counters,
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	should be a and dislike. Teacher sca for their like Write their cut out mar	sked to talk about what they like Iffold them to share their reasons and dislike. likes and dislikes on the board or	cut out shapes, big books, counters,
(Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	should be a and dislike. Teacher sca for their like Write their cut out mar	affold them to share their reasons and dislike. likes and dislikes on the board or nila cards using different colour of a blue marker for likes and red	cut out shapes, big books, counters,

Through scaffolding, have learners talk about what their parents and grandparents (family) value.

Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.

Have learners sort the "likes" from the "dislikes" and count the number of cards they will get from each group.

Guide them use comparative language to describe the comparative language to describe the groups.

Extend this activity by using concrete objects e.g. counters, shapes, etc.

Teach the learners a song that shows the reward of showing good manners e.g.

Abofra ye somako a Obiara pe n'asem 3X Ntsi ye somako

Using as Big book, model to learners by pointing to each word you read with a pointer. Highlight the awareness that spoken words can be written.

Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.

Write the examples the learners give on the board to illustrate the concept.

Through LEA, assist the class to create their version of the story read to them using some

	of the keywords learnt and write it on a manila card for them. Guide learners to illustrate their story. Assessment: let learners identify the good manners our families value and how it can	
	change our personal likes and dislikes Assessment: let learners demonstrate that spoken words are represented in written words/print	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it.	

DATE:	STRAND: VALUES AND BELIEFS		
DAY: Tuesday CLASS: KG1		SUB STRAND: OUR FAMILY VALUES	
CONTENT STANDARD:	K1 2 1 1	INDICATORS: K1.3.1.1.3 K1.3.1.	1 /
Demonstrate understa	_	INDICATORS . R1.3.1.1.3 R1.3.1.	1.4
the good manners that	_	PERFORMANCE INDICATOR:	
families values and wh		 Learners can listen to a sto 	ory on importance of
value them	ythey	exhibiting good manners i	n our everyday life and
value them		role-play how to use simp	le daily greetings with
		different people in the soc	ciety.
		 Learners can recognise that 	at spoken words are
		made up of individual spe	ech sounds and letters
		that can be written down	
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Greet and w	velcome learners to the	Poster/ cut out
40MINS	community circle time.		picture
(New Learning			
Including		he theme for the week and invite	Cut out shapes, big
Assessment)		share some of the good manners	books, counters,
	-	arents insist on at home, e.g. are eating, when they wake up	crayons
	· -	then they receive visitors, when	
	they are in	•	
	Tell them a	nice Ananse story about the	
	-	and benefit of greetings.	
	Write the da	aily greetings on strips of manila	
		ersational poster and have ntify the non-verbal behaviours	

that that learners show when greeting at school and elderly people.

Have learner's role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.

Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick

Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...

Write some words on the board or manila cards, assist learners say the words slowly stretching them using a rubber band and have learners count the sounds they hear in the word.

Repeat the activity with the names of some objects in the classroom and have learners say each of the words slowly, stretching them to hear the individual sounds, and count them.

Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.

Using phonics game, assist learners to replace different sound/letter at the beginning of some selected words to create new words e.g. /pin//sin/, /tin/, /bin/, /fin/etc. /tan/, /man/, /pan/, /fan/, etc.

Have leaners count the number of words they can create and represent their answer visually arranging bottle tops, empty cans, cut out shapes, etc. or board illustrations with different colours of chalk or markers.

Repeat these activities with different objects.

	Assessment: let learners role-play how to use simple daily greetings with different people in the society.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	SUB STRAND: OUR FAMILY VALUES
CLASS: KG1	
CONTENT STANDARD: K1.3.1.1	INDICATORS: K1.3.1.1.5
Demonstrate understanding of	PERFORMANCE INDICATOR:
the good manners that our families values and why they value them	Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Learners watch teacher model the pre-writing	Poster/ cut out
40MINS	exercise, learners emulate what the teacher	picture
(New Learning	does in a whole class, in groups and	
Including	individually.	Cut out shapes, big
Assessment)	Have learners write the letter in the air and on their tables.	books, counters, crayons
	Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.	
	Have learners give examples of words that the letter for the week can begin.	
	Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.	

	Have learners clap and stamp their feet with the patterns	
	Assessment: let learners write the letter for the week legibly and correctly	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR FAMILY VALUES
CLASS: KG1	
CONTENT STANDARD: K1.3.1.1	INDICATORS: K1.3.1.1.6
Demonstrate understanding of	PERFORMANCE INDICATOR:
the good manners that our families values and why they value them	Learners can show the time of the day using clock faces.

DUACE/DUBATION	LEADNIEDS ACTIVITIES	DECOLIDEE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Learners watch teacher model the pre-writing	Poster/ cut out
40MINS	exercise, learners emulate what the teacher	picture
(New Learning	does in a whole class, in groups and	
Including	individually. Have learners write the letter in the air and on their tables.	Cut out shapes, big
Assessment)	the air and on their tables.	books, counters,
	Talk about the height and shape of the letter. Using dots or tracing, have learners practice writing new letter on slates and in their exercise book.	crayons
	Have learners give examples of words that the letter for the week can begin.	
	Have learners use shapes e.g. circle,	
	triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.	
	Have learners clap and stamp their feet with the patterns	
	Using a wooden or plastic clock, tell a short story about time.	

	Talk about the times we greet in the
	morning and show it shows on the clock face.
	Have the keywords on cut out papers and use them to explain how we describe time of the day using the long arm and the short arm on the clock face.
	Have learners practice manipulating clock faces showing different time.
	Assist learners to locate the a given time on the clock face (e.g 6, 9)
	11 12 1 9 3 8 4 7 6 5
	6 O'clock
	Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc
	Assessment: let learners show the time of the
	day using clock faces
PHASE 3:	Poviny losson with Loarners by singing songs
REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it
(Learner and	
Teacher)	
. Subility	

DAY: Friday		STRAND: VALUES AND BELIEFS SUB STRAND: OUR FAMILY VALUES		
CONTENT STANDARD:	K1.3.1.1	INDICATORS:	K1.3.1.1.7	
Demonstrate understanding of the good manners that our families values and why they value them		PERFORMANCE INDICATOR: Learners can draw clock faces and write down the given time under it		
CORE COMPETENCE: C	ommunicatio	on and collaborat	ion (CC) Personal D	Development and
Leadership (PL) Creativ	ity and Innov	ation (CI) Critica	Thinking and Prob	lem Solving
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES		RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs	and recite rhymes	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Discuss the importance of time and why	Poster/ cut out	
40MINS	learners need to obey the times for school	picture	
(New Learning	and classroom activities.		
Including Assessment)	Talk about times we greet in the morning and show it on the clock face explaining how we describe time of the day using the long arm and the short arm. With different times written on cut out papers, have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g. 2 O'clock	Cut out shapes, big books, counters, crayons	

	Assessment: let learners draw clock faces and write down the given time under it	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK TWO

WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

Name of School.....

CLASS: KG 2 CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why PERFORMANCE INDICATOR: Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the picture theme for the week.
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why PERFORMANCE INDICATOR: Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why PERFORMANCE INDICATOR: Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why PERFORMANCE INDICATOR: Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the picture (New Learning
virtues, good manners and behaviour patterns our community values and why PERFORMANCE INDICATOR: Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (ircle time (as in K2.1.1.1.1) and introduce the picture (New Learning) Have learners to sing songs and recite rhymes that relate to the lesson.
behaviour patterns our community values and why Learners can recognize and use appropriate facial expressions, gestures and body language that convey meaning to accompany greetings. Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple story map questions on the text CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (ircle time (as in K2.1.1.1.1) and introduce the theme for the week.
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PHASE/DURATION LEARNERS ACTIVITIES RESOURCES Have learners to sing songs and recite rhymes that relate to the lesson. (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning LEARNERS ACTIVITIES RESOURCES Have learners to sing songs and recite rhymes that relate to the lesson. Phase 1: STARTER 10 The standard of the standard of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Have learners to sing songs and recite rhymes that relate to the lesson. Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning) Have learners to sing songs and recite rhymes that relate to the lesson. Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
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PHASE 2: MAIN 40MINS (New Learning Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.
40MINS circle time (as in K2.1.1.1.1) and introduce the theme for the week.
(New Learning theme for the week.
, , , , , , , , , , , , , , , , , , , ,
Including Display a conversational poster on Greetings Cut out shapes, big
Assessment) (#6) and engage learners in active discussion books, counters,
about the pictures in the poster related to crayons
how we greet, why, and the acceptable non-
verbal behaviours (body languages and
gestures) that go with it. Role play different people greeting other
people using appropriate cultural acceptable
body language.
Have learners predict what the story will be
using the cover picture and title of the big
book.
Read aloud the narrative story related to
the theme and use the Story Map strategy
(follow procedure as in Appendix 1).

	·	
	2 Guide the learners as to how to answer the	
	story map questions. E.g.	
	What is the setting of the story?	
	who are the characters?	
	what is the problem in the story?	
	what did the character(s) do to solve	
	the problem?	
	How was the problem solved?	
	Learners should identify their favourite	
	characters and explain why they like that	
	character.	
	Repeat the pronunciation of the new words	
	encountered in the text after teacher.	
	Find the meaning using context and pictures.	
	Use vocabulary acquired to construct short	
	meaningful sentences.	
	Assessment: let learners use illustrations on	
	the cover page and title of Big book to answer	
	simple story map questions on the text	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Tuesday CLASS: KG 2	SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD: K2.3.2.1	INDICATORS: K2.3.2.1.1
Demonstrate understanding of the	
virtues, good manners and	PERFORMANCE INDICATOR:
behaviour patterns our community values and why	Learners can randomly identify letters of the alphabet
	and recognize them in words and names related to the
	theme and clap the syllables.
	n and collaboration (CC) Parsonal Davidonment and

PHASE/DURATION LEARNERS ACTIVITIES RESOUR		RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Play a game as described in K2.3.1.1.4"Listen to the sound, pick the letter and a word in which the letter is and sound it out.". As a way of revising the letters learnt so far, play this game; Put learners in a group and let them win marks for their group Explain the rules of the game to learners. The rule is at K2.3.1.1.3 Assessment: let learners randomly identify letters of the alphabet in words and names related to the theme	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Wednesday CLASS: KG 2	SUB STRAND: MY CULTURAL VALUES
CONTENT STANDARD: K2.3.2.1 Demonstrate understanding of the	INDICATORS: K2.3.2.1.4
virtues, good manners and behaviour patterns our community values and why	PERFORMANCE INDICATOR: Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book
CORE COMPETENCE: Compressionation	on and collaboration (CC) Borconal Dovolonment and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	List daily greetings and some culturally appropriate words such as thank you, I am sorry, in the home languages on the BB/WB. Have learners read the key words on cards after you 2 to 3 times. Pair them up to use the polite words in conversation after which they copy them into their jotters/self-dictionary. Assessment: let learners use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: : VALUES AND BELIEFS		
DAY: Thursday	SUB STRAND: MY CULTURAL VALUES		
CLASS: KG 2			
CONTENT STANDARD: K2.3.2.1	INDICATORS : K2.3.2.1.5		
Demonstrate understanding of the			
virtues, good manners and	PERFORMANCE INDICATOR:		
behaviour patterns our community values and why	Learners can talk about how others make their art work to project good manners in the society. Learners can		
CORE COMPETENCE Communication and allele artists (CC) Provided Provided Annual			

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Show different greeting cards to learners and	Poster/ cut out
40MINS	explain the different ways we use the cards.	picture
(New Learning	E.g. Greet people we have not seen for some	
Including	time, say thank you, say sorry, wish people	Cut out shapes, big
Assessment)	well etc.	books, counters,
	Demonstrate how greeting cards are made;	crayons
	Provide learners with different writing tools	
	and cards and have them make greeting cards	
	to appreciate their friends and family.	
	Let them copy the polite words in the cards.	
	Assessment: let learners talk about how they	
	made make their art work to project good	
	manners in the society	

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Friday	SUB STRAND: MY CULTURAL VALUES
CLASS: KG 2	INDICATORS. V2.2.2.C
CONTENT STANDARD: K2.2.2.1 Demonstrate understanding of the	INDICATORS: K2.3.2.6
virtues, good manners and behaviour patterns our community values and why	PERFORMANCE INDICATOR: Learners can compose and decompose numbers up to 15 using concrete materials Learners can

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners identify a number on the numeral chart, count objects up to that number on the card. E.g. Point 15. Ask them to share the 15 counters to two people any how they want. Ask in what different ways will they share it. Have them decompose and compose the 15 counters given to them. Scaffold them and support them when they struggle.	Poster/ cut out picture Cut out shapes, big books, counters, crayons
	Assessment: let learners compose and decompose numbers up to 15 using concrete materials	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

TERM TWO BASIC ONE WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC ONE

Name of School.....

Week Ending			
Class		0ne	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Ir	ndicator(s)	B1.1.6.1.3 B1.2.2.1.0	6 B1.4.3.1.3
		B1.5.4.1.2 B1.6.1.1.1.	
Performan	ce Indicator	Learners can talk about the	eir school and places in the
		school	
		Learners can use alphabe	etic knowledge to decode
		known words	
		Learners can write words u	ising both capital and small
		letters Learners can use the	e present tense of verbs to
		express the present state o	f things or situations
		Learners can read a variety	of age – appropriate books
		and texts from print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
Core Competencies: Creativity and Inn		novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Use the Community Circle	today?
	rhymes	Time Strategy.	
		Show pictures of their	Ask learners to
		school and places in the	summarize the main
		school (the library, the	points in the lesson
		computer lab, the	points in the lesson
		computer lab, the headmaster's office, the	points in the lesson
		computer lab, the headmaster's office, the playing field etc.)	points in the lesson
		computer lab, the headmaster's office, the	points in the lesson

		the pictures in pairs and then with the large group. • Have learners talk about the activities that go on in these places and their importance to the individual. Assessment: let learners talk about the activities that go on in their school and places in the school	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Let learners sing an alphabet song. • Put them into groups and write sentences containing some new words for learners to decode by segmentation. e.g. This is a mango. This is my sister. • Have learners read similar words from the word charts Assessment: let learners read words from the word charts	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 Write words in upper and lower cases. Model pronunciation of target words for learners to repeat. Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Let group leaders help other learners (who are not able to write some letters correctly). Assessment: let learners write words using both capital and small	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Introduce the activity and demonstrate it. • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red Assessment: let learners use the present tense of verbs to express the present state of things or situations	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 book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement Assessment: Guide learners to select books for readings	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending		
Class	One	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B1.1.2.2.3	
Performance Indicator	Learners can generate and solve word problem	
	situations when given a number sentence involving	
	addition and subtraction of numbers within 20	
Strand	NUMBER	
Sub strand	Number Operations (Addition, Subtraction,	
	Multiplication and Division	
Teaching/ Learning Resources	Counters	

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

DAVC	DUACE 1. CTARTER 10	DUACE 2. BAAIN ACAAING	DUACE 2. DEFLECTION
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:	Write addition and	Review the lesson with
		subtraction problems,	Learners
	I'm counting one, what	learners in their groups	
	is one	discuss and generate word	Assessment: have
	1 - One is one alone,	problems to match the	learners to practice with
	alone it shall be.	number sentences	more examples
			,
Tuesday	Sing songs like:	Write addition and	Review the lesson with
•		subtraction problems,	Learners
	I'm counting one, what	learners in their groups	
	is one	discuss and generate word	
	1 - One is one alone,	problems to match the	Assessment: have
	alone it shall be.	number sentences	learners to practice with
			more examples
Wednesday	Sing songs like:	Write addition and	Review the lesson with
110000000		subtraction problems,	Learners
	I'm counting one, what	learners in their groups	200111013
	is one	discuss and generate word	
	is offe	problems to match the	
		number sentences	

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	1 - One is one alone,		Assessment: have
	alone it shall be.		learners to practice with
			more examples
Thursday	Sing songs like:	Write addition and	Review the lesson with
		subtraction problems,	Learners
	I'm counting one, what	learners in their groups	
	is one	discuss and generate word	Assessment: have
	1 - One is one alone,	problems to match the	learners to practice with
	alone it shall be.	number sentences	more examples
Friday	Sing songs like:	Write addition and	Review the lesson with
		subtraction problems,	Learners
	I'm counting one, what	learners in their groups	
	is one	discuss and generate word	
	1 - One is one alone,	problems to match the	Assessment: have
	alone it shall be.	number sentences	learners to practice with
	2 - Two pair, two pair		more examples

Week End	ing		
Class		One	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning I	ndicator(s)	B1.2.1.4.1	
Performar	ice Indicator	Learners can identify source	es and uses of water in th
		home and at school	
Strand		CYCLES	
Sub stranc	1	EARTH SCIENCE	
Teaching/	Learning Resources	Pictures	
Core Comp	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)		
Monday	Engage learners to sing	Ask learners where they	What have we learnt
	songs and recite familiar	get water (sources of	today?
	rhymes	water) at the home,	
		community and school.	Ask learners to
		In a participatory	summarize the importar
		manner, learners come	points of the lesson
		out with sources of water	
		in the home and at school	
		Show or draw pictures	
		depicting different sources	
		of water such as bore-	
		holes, rivers, wells and the	
		sea.	
		Discuss the various uses	
		of water at their homes,	
		school and community.	
		Learners demonstrate	
		several uses of water, e.g.	
		washing of face and	
		hands, drinking and	

preparing beverages,

		rinsing of utensils,	
		watering of flowers.	
		Assessment: let learners	
		identify sources and uses	
		of water in the home and	
		at school	
Thursday	Engage learners to sing	Use local materials to	What have we learnt
	songs and recite familiar	create different sources of	today?
	rhymes	water in an outdoor	
		activity. E.g. artificial	Ask learners to
		wells, rivers, rainfall and	summarize the important
		tap.	points of the lesson
		Assessment: let learners	
		Identify sources of water	
		in the home and at school	

		I	
Week End	ling		
Class		One	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference	!	RME curriculum Page	
Learning I	ndicator(s)	B1 2.1.1.1:	
Performa	nce Indicator	Learners can name the three main types of worship in Ghana	
Strand		Religious Practices and thei	r Moral Implications
Sub strand	d	Religious Worship in the Th Ghana	ree Major Religions in
Teaching/	Learning Resources	Pictures	
	· · · · · · · · · · · · · · · · · · ·	novation Communication and Thinking and Problem Solvin	
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips of people worshipping among the three main religions in Ghana Christian worship, - Islamic worship and - Traditional worship	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners name the three main types of worship in Ghana	

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B1.2.3.1.1
Performance Indicator	Learners can use the internet to locate ancient Ghana
	empire and the Akan forest regions of Ghana
Strand	My Country Ghana
Sub strand	How Ghana Got Its Name
Teaching/ Learning Resources	Pictures
1	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		use the internet to locate ancient Ghana empire	
Thursday	Engage learners to sing songs and recite familiar rhymes	Use the internet to locate ancient Ghana empire and the Akan forest regions of	What have we learnt today?
	,	Assessment: let learners use the internet to locate the Akan forest regions of Ghana	Ask learners to summarize the main points in the lesson

Week End	ling		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference	2	PE curriculum Page	
Learning I	ndicator(s)	B1.1.2.1.10	
Performa	nce Indicator	Learners can Dribble a ball i	n a forward direction, using
		the inside of the foot	
Strand		Motor Skills And Movemen	t Patterns
Sub stran	d	Locomotor, Manipulative A	nd Rhythmic Skills
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Arrange cones in a straight	What have we learnt
	demarcated area in files	line after warm ups. Place	today?
	while singing and	a ball about 50cm in front	
	clapping to warm-up the	of the first cone. Move the	Use answers to
	body for maximal	ball through the cones by	summarise the lesson.
	performance and to	making slow and	
	prevent injuries	continuous push in a	
		serpentine movement.	
		Emphasis of forward	
		direction. Guide learners	
		to practices the skill as	
		individuals and in a group	
		while you supervise and	
		give feedback.	
		Organise a mini football	
		game for learners to apply	
		the skill in real life for fun,	
		enjoyment and skill	
		mastery. Let learners cool	
		down to end the lesson.	

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Week Ending		
Class	One	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B1.2.4.1.1.	
Performance Indicator	Learners can describe the population structure of their	
	class and the need to respect one another	
Strand	ALL AROUND US	
Sub strand	Population and Settlement	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups describe the structure of population in their class by sex and age. Learners group the population in their class by age and by sex in their class. NB: Teacher to represent each age by sex on the chalk/white board with a rectangular block, starting with the youngest age at three bottom and building on with older boys and girls. Size of box will be determined in each case by number of learners in each age group. Example of the Age Structure.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Boys Girls Boys Girls Girls Boys Girls Girls 6 years Assessment: let learners describe the population structure of their class	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the need to respect one another regardless of age and sex as responsible citizens. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		Explain why we need to respect one another	

Week Ending	3			
Class		One		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Ind	icator(s)	B1 2.1.1.2		
Performance Indicator		Learners can think about and describe the different		
		performing artworks that are produced or performed		
		in the local community		
Strand		PERFORMING ARTS		
Sub strand Thinking and		Thinking and Exploring Idea	and Exploring Ideas	
Teaching/ Le	Teaching/ Learning Resources Pictures			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal				
Development and Leadership Critical Thinking and Problem Solving.				
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
		'	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Manday		Lagrage and to:	M/hat have well agreet
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	12 think about performing	today?
	rhymes	artworks (music, dance,	
		drama, poetry) they know	Ask learners to
		of or have seen produced	summarize the main
		or performed in the local	points in the lesson
		community	
		I look at photographs or	
		pictures or watch videos	
		that show different music,	
		dance and drama	
		performances and identify	
		them by name or talk	
		about how these	
		performing artworks are	
		produced or used for in	
		the community	
		·	
		Assessment: let learners	
		describe the different	
		performing artworks that	
		are produced in the local	
		community	

Wednesday	Engage learners to sing	Learners are to	What have we learnt
	songs and recite familiar	share and act familiar	today?
	rhymes	music, dance and drama	
		in the local community;	Ask learners to
		identify and share ideas	summarize the main
		about different kinds of	points in the lesson
		performing artworks	
		Assessment: let learners	
		describe the different	
		performing artworks that	
		are performed in the local	
		community	

WEEKLY LESSON PLAN FOR B1 GHANAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B1.1.7.1.2 Describe their family.	
		B1.1.7.1.3 Describe their classmates	
Performance Indicators		The learner should describe their	
		family.	
		The learner should describe their	
		classmates	
Week Ending			
Reference		Ghanaian Language curriculum	
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	Call learners out one by	What have we learnt
	songs and recite	one to stand in front of	today?
	familiar rhymes	the class to talk about	
		their mothers, fathers and	
		siblings.	
		Write a few of the said	
		sentences on the board	
		for learners to copy into	
		their books after reading	
		them aloud. E.g. their	
		names, where they live,	
		and where they come	
		from.	Review the lesson with
			learners
		Assessment: let learners	
		describe their family	

	T	1
Engage leaners to sing	Describe a friend or	What have we learnt
songs and recite	colleague to learners.	today?
familiar rhymes	 Ask learners to tell you 	
	what they heard.	
	• Call learners out one by one to stand in front of the class to talk about their classmates. E.g. their names, where they live, and where they come from.	
	Assessment: let learners should describe their classmates	Review the lesson with learners
Engage leaners to sing	Describe a friend or	What have we learnt
songs and recite	colleague to learners.	today?
familiar rhymes	Ask learners to tell you	
	what they heard.	
	Call learners out one by	
	one to stand in front of	
	the class to talk about	
	their classmates. E.g. their	
	names, where they live,	
	and where they come	
	from.	
	Assessment: let learners	
	should describe their	
	friends	Review the lesson with learners

TERM TWO BASIC TWO WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC TWO

Name of School.....

Week Endi	ng		
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning In	dicator(s)	B2.1.6.1.2 B2.2.6.1.3. B2.4.4.1.1 B2.5.4.1.1	
		B2.6.1.1.1	
Performan	rmance Indicator Learners can talk about events at home		
		Learners can show awareness that homonyms have	
	different meanings in different contexts		
		Learners can draw and labe	el objects found in their
		environment	
		Learners can use the simple	e present tense to express
		habitual actions	af are and lavel
		Learners can read a variety	_
Tooching/ I	Loorning Possuress	appropriate books and text Word cards, sentence cards	
reaching/ i	Learning Resources	,	,
		on a manila card and a class library.	
<u> </u>	Core Competencies: Creativity and Innovation Communication and Collaboration Person		
Developme	ent and Leadership Critical I	Thinking and Problem Solvin	g.
DAVC	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	DUACE 2. DEFLECTION
DAYS	MINS		PHASE 3: REFLECTION 10MINS
		(New Learning Including	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	<u> </u>	A ODALLANCALICE	What have we learnt
Monday	Engage learners to sing	A. ORAL LANGAUGE	
	songs and recite familiar	Introduce the day's topic	today?
	rhymes	and show pictures of	
		activities at home.	Ask learners to
		Have learners think-pair-	summarize the main
		share the domestic	points in the lesson
		activities.	
		Have learners talk about	
		which of the events they	
		like most and why they	
1		like them.	

		Have learners role-play	
		some of the scenes. E.g.	
		People engaged in	
		domestic chores. People	
		at table.	
		at table.	
		Accordments let learners	
		Assessment: let learners	
		talk about events at home	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Dravida avamplas in	today?
	rhymes	Provide examples in contexts to help learners	Ask learners to
		discover that homonyms	summarize the main
		have different meanings in	points in the lesson
		different contexts. e.g.	
		bat.	
		I saw a bat fly this	
		morning.	
		My mother bought a	
		tennis bat for me.	
		A	
		Assessment: let learners	
		use homonyms to form different sentences	
		different sentences	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
	songs and recite familiar	Let learners draw and	today?
	rhymes	label objects from the	
		area studied by their	Ask learners to
		group.	summarize the main
		Help them to edit their	points in the lesson
		work particularly spelling	
		and spacing.Let learners write their	
		names under their work	
		and post their charts on	
		the walls of the classroom	
		for peer review	
		•	
		Assessment: let learners	
		draw and label objects	
		found in their	
		environment	

Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	CONVENTIONS AND	today?
	rhymes	GRAMMAR USAGE	
		Tell learners some of the	Ask learners to
		things you do daily in	summarize the main
		short and simple	points in the lesson
		sentences. e.g. I read	
		stories everyday.	
		Create situations for	
		learners to use the	
		structure. e.g.	
		i. simple truths – Lemons	
		are sour. ii. interest – I like playing	
		football.	
		iii. feelings – I am happy.	
		iv. opinions – He is a good	
		teacher.	
		 Introduce drills for 	
		learners to have practice.	
		 Put learners into small 	
		groups to discuss given	
		topics, using the	
		structures	
		A	
		Assessment: let learners	
		use the simple present	
		tense to express habitual actions	
		actions	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
1	songs and recite familiar	Use the Author's chair to	today?
	rhymes	introduce the reading/	,
	,	library time.	Ask learners to
		Have a variety of age	summarize the main
		, •	
		and level-appropriate	points in the lesson
		books for learners to	
		make a choice.	
		 Introduce narratives, 	
		pop-up and flip-the-page	
		texts to learners.	
		 Introduce e-books to 	
1			

	• For each reading session, guide learners to select books	
	Assessment: Guide learners to select books for readings	

Week Endir	ng		
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Inc	dicator(s)	B2 2.1.1.2	
Performano	ce Indicator	Learners can explore own	experiences to talk about
		performing artworks that	·
		communities in Ghana	
Strand		PERFORMING ARTS	
Sub strand		Thinking and Exploring Idea	IS
Teaching/ L	earning Resources	Pictures	
		novation Communication and	d Collaboration Personal
-		Thinking and Problem Solvin	
<u> </u>	<u> </u>		<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 brainstorm on	today?
	rhymes	performing artworks (e.g.	
		music, dance and drama)	Ask learners to
		that are produced or	summarize the main
		performed by people in	points in the lesson
		other parts of Ghana.	
		② discuss the resources	
		that are used (e.g.	
		instruments, elements,	
		costumes, props) for	
		composing and	
		performing those	
		artworks	
		3 study the subject matter	
		of those artworks and	
		explore their importance	
		and the occasions on	
		which they are performed	
		Assessment: let learners	
		use their own experiences	

		to talk about performing artworks that reflect	
		people in other	
		communities in Ghana	
		Communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: probe how the artworks are made, who makes	What have we learnt today?
	inymes	them, the safety rules that are observed and taboos (if any) associated with these performing artworks; ② improvise the skills and techniques observed in the performing artworks.	Ask learners to summarize the main points in the lesson
		Assessment: let learners use their own experiences to talk about performing artworks that reflect people in other communities in Ghana	

Week Ending		
Class	Two	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B2.1.2.4.2	
Performance Indicator	Learners can use personal strategies to add and subtract within 100	
Strand	NUMBER	
Sub strand	Counting, Representation, Cardinality & Ordinality	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Decompose a number	Review the lesson with
		into easier numbers to add	Learners
	I'm counting one, what	and doing partial sums-	
	is one	Decomposing one number	
	1 - One is one alone,	into easier numbers to add	
	alone it shall be.	E.g., when adding 28 + 47,	Assessment: have
	2 - Two pair, two pair	record think 20 + 40 + 8 +	learners to practice with
	come pair let us pair	7, which is the same as 60	more examples
	3 - Turn around	+ 15 which is the same as	
	4 - Follow me	75	
	5 - Fire	47 + 28 60 + 15 75	
Tuesday	Sing songs like:	'Friendly jumps" strategy,	Review the lesson with
		where one of the numbers	Learners
	I'm counting one, what	is decomposed into a	
	is one	friendlier number and	
	1 - One is one alone,	added in "chunks" or by	Assessment: have
	alone it shall be.	"friendly jumps" e.g. when	learners to practice with
	2 - Two pair, two pair	adding 26 + 32, start with	more examples
	come pair let us pair	26, add 10 three times to	

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	get 56 (26 + 10 + 10 + 10), then add on 2 to get 58. The answer is 58. (NOTE: This strategy is similar to the first strategy of decomposing) . Moving part of one number to the other number to create numbers that are easier to add E.g. when adding 29 + 56, move 1 from 56 to 29 to create the expression 30 + 55 = 85)	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	. Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding 26 + 39, add 1 to 39 to create the expression 26 + 40, which gives 76, then subtract from the answer the 1 that was added; 76 -1 = 75, so the answer is 75.	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	Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer e.g. when adding 26 + 39, add 1 to 39 to create the expression 26 + 40, which gives 76, then subtract from the answer the 1 that was added; 76 -1 = 75, so the answer is 75.	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ing		
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B2.2.1.4.2	
Performan	ce Indicator	Learners can identify uses of	of air
Strand		CYCLES	
Sub strand		Earth Science	
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)		
Monday	Engage learners to sing	Ask learners to breathe in	What have we learnt
	songs and recite familiar	and out and find out from	today?
	rhymes	them what they are	
		breathing in.	Ask learners to
		• In groups learners	summarize the importan
		perform the following	points of the lesson
		activities, e.g. filling	
		balloons, pumping tyres,	
		flying kites, cooling the	
		body, supporting burning	
		and if possible show	
		pictures of the activities.	
		Show pictures of people	
		on a boat wearing life	
		jackets, swimmers on	
		inflated balloons on water	
		Assessment: let learners	
		identify uses of air	

Thursday	Engage learners to sing	Create real life problems	What have we learnt
	songs and recite familiar	related to the topic for	today?
	rhymes	learners to discuss and	Ask learners to
		come out with possible	summarize the important
		solutions	points of the lesson
		Assessment: let learners	
		identify uses of a fan and	
		pump.	

		1		
Week En	ding			
Class		Two		
Subject		RELIGIOUS AND MORAL ED	RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page		
Learning	Indicator(s)	B2. 2.1.1.1		
Performa	nce Indicator	Learners can explain the im	portance of worship.	
Strand		Religious Practices and thei	ir Moral Implications	
Sub stran	ıd	Religious Worship in the Th	ree Major Religions in	
		Ghana		
Teaching	/ Learning Resources	Pictures		
Core Con	npetencies: Creativity and In	novation Communication an	d Collaboration Persona	
	nent and Leadership Critical			
2 - 2 · 2 5 · 1			<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	. • Lead learners to talk	What have we learnt	
	songs and recite familiar	about the importance of	today?	
	rhymes	worship at home, church		
		or mosque and in school: -	Ask learners to	
		It is a command from God	summarize the main	
		to serve Him.	points in the lesson	
		Assessment: let learners		
		explain the importance of		
		· ·		
		worship		

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.4.1.1	
Performance Indicator	Learners can discuss the history of Ghana's major	
	historical locations. Examples include Kumasi military	
	museum, Komfo Anokye Sword, Assin Manso slave site,	
	Gbewa Palace	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana.	What have we learnt today? Ask learners to summarize the main
			points in the lesson
Thursday	Engage learners to sing	Assessment: let learners identify Ghana's major historical locations. Show and discuss	What have we learnt
Thursday	songs and recite familiar	video/documentary/stories /slides about the history of	today?
		these major historical	Ask learners to
		locations in Ghana.	summarize the main
			points in the lesson
		Assessment: let learners narrate the history of Ghana's major historical locations.	

Week End	ding		
Class		Two	
Subject	Subject PHYSICAL EDUCATION		
Reference	eference PE curriculum Page		
Learning	rning Indicator(s) B2.1.2.1.11		
Performa	nce Indicator	Learners can clap and dance to beat (rhythm)	
Strand		MOTOR SKILL AND MOVEM	ENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners clap a beat and	What have we learnt
	demarcated area in files	dance to the beat.	today?
	while singing and	Emphasis coordination in	
	clapping to warm-up the	clapping to the beat and	Use answers to
	body for maximal	coordination dancing. Give	summarise the lesson.
	performance and to	learners corrective	
	prevent injuries	feedback to improve their	
		coordination. Allow them	
		to progress at their own	
		pace with fun and	
		enjoyment.	

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B2.2.4.1. 1.
Performance Indicator	Learners can explain the need to accept and adapt to a
	change in the total number of people, as a responsible
	citizen
Strand	ALL AROUND US
Sub strand	Population and Settlement
Teaching/ Learning Resources	Pictures

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 learners to sing songs and recite familiar rhymes	Learners role play problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class.	What have we learnt today? Ask learners to summarize the main points in the lesson
	Assessment: let learners explain the need to accept a change in the total number of people	
Engage learners to sing songs and recite familiar rhymes	Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance, sharing.	What have we learnt today? Ask learners to summarize the main points in the lesson
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Learners role play problems of a large family size. Represent the number of family members in your house with a bar chart. Explain what happens to the class size when a new learner joins or leaves your class. Assessment: let learners explain the need to accept a change in the total number of people Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Learners talk about skills needed to accept and adjust to a change in the total number of people in a place, e.g. respect the rights of others, tolerance,

	explain the need to adapt	
	to a change in the total	
	number of people	

WEEKLY LESSON PLAN FOR B2 GHANAIAN LANGUAGE

Learning li	ndicator (s) (Ref. No.)	B2.1.7.1.2 Narrate an experience at the hospital.	
		B2.1.7.1.3 Narrate experiences at school. B2.1.7.1.4 Narrate experiences at the church/mosque,	
		Performar	ice Indicators
		experience at the ho	•
			should narrate experiences
		at school.	
		at the church/mosq	should narrate experiences
Week Endi	ng	at the charcily mosq	ac, parace etc.
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	 orded audios visual
		nd collaboration Personal de	
<u> </u>			, , , , , , , , , , , , , , , , , , ,
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	·	
	Engage leaners to sing	Show a picture of a	What have we learnt
	songs and recite	hospital to learners.	today?
	familiar rhymes	Discuss the picture with	
		learners.	
		Discuss what goes on at	
		the hospital with learners.	
		Ask learners to tell their	Review the lesson with
		experience at the hospital	learners
		Assessment: let learners	
		narrate an experience at	
		the hospital	
	Engage leaners to sing	Let learners talk about	What have we learnt
	songs and recite	their homes.	today?
	familiar rhymes	• Show a picture of a	
		school to learners.	
		Let learners talk about	
		the picture.	Review the lesson with
		Discuss what goes on at	learners
		the school with learners.	

Ask learners to tell their experiences at school.	
Assessment: let learners narrate experiences at school.	
songs and recite familiar rhymes palace to learners/ Visit a palace/church. • Discuss what goes on at the church or palace with learners. • Ask learners to tell their	What have we learnt today? Review the lesson with learners

TERM TWO BASIC THREE WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC THREE

Name of 9	School	 	
	J C 1 1 C C 1 1 1 1 1 1 1 1 1 1 1 1 1 1	 	

Week Endir	ng		
Class		Three	
Subject	Subject ENGLISH LANGUAGE		
Reference		English Language curricului	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	
Performance Indicator		A. Learners can talk	about important places in
		their communities	
		B. Learners can rea	d level-appropriate sight
		words, understand	and use them in meaningful
		complex sentences	
		C. Learners can develo	p two coherent paragraphs
		on one idea or conc	ept using leading questions
		D. Learners can ident	ify the present continuous
		form of action wo	rds in spoken and written
		communication	
		E. Learners can read	a variety of age and level-
appropriate books and summaris			and summarise them
Teaching/ Learning Resources		Word cards, sentence cards	s, letter cards, handwriting
		on a manila card and a clas	s library.
Core Comp	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
		I	T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Manday	For Learning)	A ODAL LANCALICE	M/hat have we leavet
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
			summarize the main
		market, the fire service station etc.	
		• Let learner's think-pair-	points in the lesson
		share their views and	
		Share their views affu	

		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 • Discuss the questions with learners for them to answer appropriately	What have we learnt today? Ask learners to summarize the main points in the lesson

		e.g. My home i. Where do you live? ii. How many of you live there? iii. What kind of buildings are there? Assessment: let learners develop two coherent	
		paragraphs on one idea using leading questions	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Through demonstration, assist learners to use the continuous form of the action words such as running, eating and sitting. Provide sentences and let learners identify the continuous form of the action words: e.g. Adongo is running with the ball. Assessment: let learners identify the present continuous form of action words in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Using the Author's chair, introduce the reading/library time. • Have a variety of age/level-appropriate books for learners to make a choice from.	What have we learnt 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 Ending	
Class	Three
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B3.1.2.4.3 B3.1.2.4.4
Performance Indicator	Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000. Learners can show an understanding of the property of commutativity
Strand	NUMBER
Sub strand	Number Operations
Teaching/ Learning Resources	Counters

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

			T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)	Review the lesson with Learners Assessment: have learners to practice with more examples

Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	To estimate the sum of 430 + 561, use 400 + 500. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give addition problems 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 End	ing		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning lı	ndicator(s)	B3.2.1.4.2	
Performan	nce Indicator	Learners can describe the p	roperties of air
Strand		Cycles	
Sub strand	l	Earth Science	
Teaching/	Learning Resources	Pictures	
•	·	novation 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	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners answer the	What have we learnt
	songs and recite familiar	following questions:	today?
	rhymes	What is air?	
		Where does air come	Ask learners to
		from?	summarize the importan
		Can you see and touch air?	points of the lesson
		What shows that there is	
		air present in this	
		classroom?	
		 Perform a simple demonstration on the properties of air, e.g. air has mass, occupies space, made up of more than one gas, pulls and pushes 	
		objects. Assessment: let learners describe the properties of air	

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

Week Endi	ng		
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning Ir	ndicator(s)	B3.2.3.1. 2.	
Performan	ce Indicator	Learners can mention reasons 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 Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Through think-pair-share,	What have we learnt
	songs and recite familiar	learners talk about the	today?
	rhymes	need to take records	
		regularly, e.g. for future	Ask learners to
		use, for accuracy	summarize the main
			points in the lesson
		Assessment: let learners	
		mention reasons why	
		records should be taken	
		regularly	
Thursday	Engage learners to sing		What have we learnt
	songs and recite familiar	Through think-pair-share,	today?
	rhymes	learners talk about the	
		need to take records	Ask learners to
		regularly, e.g. for future	summarize the main
		use, for accuracy	points in the lesson
		Assessment: let learners	
		mention reasons why	
		records should be taken	

regularly

Week Ending	
Class	Three
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B3.2.2.1.2
Performance Indicator	Learners can name some of the items exchanged
	among the various groups
Strand	My Country Ghana
Sub strand	Inter-Group Relations
Teaching/ Learning Resources	Pictures
1	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Match items with the	What have we learnt
	songs and recite familiar	areas/sources where the	today?
	rhymes	items were obtained. e.g.	
		shea butter - savannah	Ask learners to
		belt	summarize the main
			points in the lesson
		Assessment: let learners	
		match items with the	
		areas where the items	
		were obtained	
Thursday	Engage learners to sing	Match items with the	What have we learnt
	songs and recite familiar	areas/sources where the	today?
	rhymes	items were obtained. e.g.	
		shea butter - savannah	Ask learners to
		belt	summarize the main
		Assessment: let learners	points in the lesson
		match items with the	
		areas where the items	
		were obtained	

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B3.1.2.1.11	
Performa	nce Indicator	Learners can foot-dribble a ball continuously while	
		travelling and changing dire	ection.
Strand		Motor Skill And Movement	Patterns
Sub stran	d	Locomotor, Manipulative A	nd Rhythmic Skills
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
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 Ending		
Class	Three	
Subject RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page	
Learning Indicator(s)	B3.2.1.1.1:	
Performance Indicator	Learners can name the sacred scriptures of the three	
	major religions.	
Strand	Religious Practices and their Moral Implications	
Sub strand	Religious Worship in the Three Major Religions in	
	Ghana	
Teaching/ Learning Resources	Pictures	
Core Competencies, Creativity and Innevation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to recite	What have we learnt
	songs and recite familiar	simple texts from the	today?
	rhymes	scriptures: Al-Fãtihah	
		(Islam), Psalm 23	Ask learners to
		(Christianity) and Sacred	summarize the main
		Myths, folktales, parables,	points in the lesson
		etc. (Traditional Religion).	
		• Let learners write simple	
		texts from the sacred	
		scriptures.	
		Assessment: let learners	
		write simple texts from	
		the sacred scriptures.	

Week Endi	ng			
Class		Three		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Indicator(s)		B3 2.1.1.2		
Performance Indicator		Generate ideas from performing artworks produced o		
		performed in other African communities for creating own artworks that reflect people in those areas in		
Strand		PERFORMING ARTS		
Sub strand		Thinking and Exploring Idea	as	
Teaching/ Learning Resources		Pictures		
Core Comp	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners are to:	What have we learnt	
	songs and recite familiar	② 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		
	İ	Í	i .	

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.	

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		
pronouns		
Performance Indicators • The learner should say why we have		
non-verbal greetings.	non-verbal greetings.	
	The learner should describe one's self	
	using personal pronouns.	
The learner should describe the famil	/	
Using the appropriate pronouns Week Ending		
Reference Ghanaian Language curriculum	Ghanaian Language curriculum	
	GHANAIAN LANGUAGE	
Teaching/ Learning Resources Manila cards, markers, recorded audios visual		
Core Competencies: Communication and collaboration Personal development and leadersh	p	
DAYS PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS PHASE 3: REFLECTION		
MINS (New Learning Including 10MINS		
(Preparing The Brain Assessment) (Learner And Teacher)		
For Learning)		
Engage leaners to sing Discuss with learners why What have we learnt		
songs and recite we use non-verbal forms today?		
familiar rhymes to greet.		
De la ultrafacció de		
Assessment: let learners Review the lesson with		
explain why we have non-		
verbal 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 FOUR WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO BASIC FOUR

Name of School.....

Week Endi	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning In	dicator(s)	B4.1.6.3.2 B4.2.6.3.1	B4.3.3.1.1. B4.4.9.2.1	
		B4.5.4.1.2 B4.6.1.1.1.		
Performance	A. Learners can demonstrate turn taking conversation on different topics and so audibly, and express thoughts and feet clearly B. Learners can deduce meaning of words how they are used in context C. Learners can identify and use different type pronouns: D. Learners can develop ideas into a paragraph draft using appropriate noun pronouns within and across sentences to cohesion and avoid ambiguity E. Learners can demonstrate the use of simple past form in speech and in writing express past conditions		ifferent topics and speak ess thoughts and feelings the meaning of words from a context fry and use different types of the lop ideas into a one-ting appropriate nouns or and across sentences to aid ambiguity onstrate the use of the a speech and in writing to	
		appropriate books	appropriate books and present a-two-	
		paragraph summary	of each book read	
Teaching/ I	Learning Resources	Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class		
_	•	novation Communication and		
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAVC	DUACE 4. CTARTER 40	DUACE 2. BAAIRI 404 41410	DUACE 3. DESIGNATION	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS (Preparing The Brain	(New Learning Including	10MINS	
	For Learning)	Assessment)	(Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE	What have we learnt today?	

		Demonstrate turn taking	Ask learners to
		with a learner earlier	summarize the main
		prepared.	points in the lesson
		• Learners in pairs, take	
		turns to talk about given	
		topics in groups observing	
		turn taking.	
		Assessment: let learners	
		demonstrate turn taking	
		in conversation on	
		different topics and speak	
		audibly, and express	
		thoughts and feelings	
		clearly	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Using several examples	today?
	rhymes	guide learners to make	
		meaning from the context	Ask learners to
		in which words have been	summarize the main
		used. (contextual meaning)	points in the lesson
		• Learners work in pairs	
		and in groups to work out	
		the meaning of given	
		words from their context.	
		Assessment: let learners	
		deduce meaning of words from how they are used in	
		context.	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
	songs and recite familiar	i. Personal pronouns – I,	today?
	rhymes	You, He/She, We, etc.	Addanas
		Write sentences with	Ask learners to summarize the main
		personal pronouns. e. g. You are late.	points in the lesson
		Provide learners with a	points in the lesson
		variety of practice	
		activities	
		Assessment: let learners	

		identify personal pronouns from sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Writing stage • Have learners work independently to write a first draft. Assessment: let learners develop ideas into a one-paragraph draft	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.WRITING CONVENTION Let two pairs come together to form bigger groups to edit their work one after the other. • Pairs of learners read their work to the class for discussion Assessment: let learners use the simple past form to express past conditions	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: Ask each learner to write a-two-	Have learners to tell what they read to the whole class

	paragraph summary of the	
	book read.	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.1.1 B4.1.3.1.2	
Performance Indicator	Learners can generate unit fractions and locate a unit	
	fraction, e.g. one-eighth, on a number line by defining the	
	interval from 0 to 1 as the whole and partitioning it into 8	
	equal parts and that each part has size 1/8.	
	Learners can recognise and name equivalent fractions	
	using pictorial representations and number line to	
	determine the Lowest Common Denominator (LCD).	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Use number line to locate one	Review the lesson
		eight by defining the interval	with Learners
	I'm counting one,	from 0 to 1 as the whole and	
	what is one	partitioning it into 8 equal parts	
	1 - One is one alone,		
	alone it shall be.		Assessment: have
	2 - Two pair, two pair		learners to practice
	come pair let us pair	8 8 8 8 8 8 8	with more examples
Tuesday	Sing songs like:	Ask pupils to draw several	Review the lesson
		lines, 30 units each, and mark	with Learners
	I'm counting one,	the ends 0 and 1. For each line	
	what is one	ask them to partition the	
	1 - One is one alone,	interval from 0 to 1 into each of	Assessment: have
	alone it shall be.	the following unit fractions 1/2,	learners to practice
		1/ 3, 1/5, 1/6, and 1/ 10.	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 pupils to use the number chart they have drawn to read fractions that are equivalent e.g. $1/3=2/6=3/6$	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use fraction chart to illustrate the concept of equivalent fractions (i.e. equal fractions that have different fractional units or denominators) i.e. one-half is 2-fourths, 3-sixth or 4-eighths	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	Illustrate the relationship between fractions and their equivalences by observing the different fractional units or denominators (i.e. the numerator is multiplied by the number of units the denominator is further broken into)	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s) B4.2.2.1.2		
Performance Indicator Learners can examine some common seeds a		
	they germinate	
Strand	CYCLES	
Sub strand	LIFE CYCLES OF ORGANISMS	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
		(New Learning Including	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar	Review learner's	What have we learnt today?
	rhymes	knowledge that seeds can germinate with or without	todayr
		soil.	Ask learners to
		This activity will take some days.	summarize the important points of the lesson
		Learners will work with	points or the resource
		beans or maize seeds.	
		Learners first observe the	
		dry seed coat, then when	
		it absorbs water to swell	
		rapturing of seed coat,	
		sprouting of the root,	
		sprouting of the stem and	
		seed leaves, the	
		elongation of the root and	
		stem.	
		Assessment: let learners	
		describe how	
		common seeds germinate.	

Thursday	Engage learners to sing	Learners will work with	What have we learnt
	songs and recite familiar	beans or maize seeds.	today?
	rhymes	Learners will work with	
		beans or maize seeds.	Ask learners to
		Report should include	summarize the important
		diagrams of each stage of	points of the lesson
		germination	
		Assessment: let learners	
		describe the stages of	
		germination for	
		beans or maize seeds	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.2.2.1.1.	
Performance Indicator	Learners can explore the relationship between living	
	and non-living things in the environment	
Strand	ALL AROUND US	
Sub strand	Plants and Animals	
Teaching/ Learning Resources	Pictures	
Cana Cananatan sian Canatinita and I	and Callabaration Barraral	

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 in groups, discuss the relationship between the following living and non-living things: i. Plants and soil ii. Plants and sunlight iii. Plants and water Assessment: let learners explain the relationship between i. Plants and soil ii. Plants and sunlight iii. Plants and sunlight iii. Plants and water	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups, discuss the relationship between the following living and non-living things: iv. Humans and air v. Humans and water vi. Humans and land Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson

explain the relationship	
between	
iv. Humans and air	
v. Humans and water	
vi. Humans and land	

Week Ending	
Class	Four
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B4 2.1.1.2:
Performance Indicator	Learners can draw and colour a worship scene.
Strand	Religious Practices and their Moral Implications
Sub strand	Religious Worship, Prayer and other Religious
	Practices
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners draw and	What have we learnt
	songs and recite familiar	colour a worship scene.	today?
	rhymes		
			Ask learners to
		Assessment: let learners	summarize the main
		learners draw and colour a	points in the lesson
		worship scene.	

Week Endi	ng			
Class		Four		
Subject		HISTORY		
Reference		History curriculum Page		
Learning Ir	ndicator(s)	B4.1.4.1.1		
Performan	ce Indicator	Learners can describe the	e history of Ghana's majo	
		historical locations		
Strand		My Country Ghana		
Sub strand		Major Historical Locations		
Teaching/	Learning Resources	Pictures		
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal	
Developm	ent and Leadership Critical	Thinking and Problem Solvii	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	Match these historical	What have we learnt	
	songs and recite familiar	locations to where they	today?	
	rhymes	can be located		
			Ask learners to	
		Assessment: let learners	summarize the main	
		match historical locations	points in the lesson	
		to where they can be		
		located		
Thursday	Engago loarners to since	Show and discuss a	What have we learnt	
Thursday	Engage learners to sing songs and recite familiar	documentary/ slides on	today?	
	rhymes	these locations in Ghana	today:	
	mymes	these locations in Ghand	Ask learners to	
		Assessment: let learners	summarize the main	
		describe the history of	points in the lesson	
		Ghana's major historical	points in the lesson	
		locations		
		locations		
	1	1	1	

Week Ending		
Class	Four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4. 2.1.1.3	
Performance Indicator	Learners can study the performing artworks created of	
	some Ghanaian performing artists that reflect the	
	natural and manmade environments of some	
	communities in Ghana	
Strand	Performing Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	select artworks of some	today?
	rhymes	Ghanaian performing	
		artists that show aspects	Ask learners to
		of the natural and	summarize the main
		manmade environments;	points in the lesson
		detail and describe the	
		ideas that make up the	
		artworks	
		Assessment: let learners	
		describe the ideas that	
		make up the artworks of	
		some Ghanaian	
		performing artists	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	assess the artworks by	today?
	rhymes	comparing their	
		types, topics/themes,	

purpose,	Ask learners to
function,	summarize the main
ideas expressed, etc.	points in the lesson
Assessment: let learners	
assess artworks by	
comparing their	
types,	
topics/themes,	
purpose,	
function,	
ideas expressed	

Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	2	PE curriculum Page	
Learning	Indicator(s)	B4.1.3.1.1	
Performa	nce Indicator	Learners can dance to the	beat of traditional music.
Strand		MOTOR SKILL AND MOVEN	MENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULAT	TIVE AND RHYTHMIC SKILLS
Teaching	Learning Resources	cones	
	petencies: Creativity and Inr nent and Leadership Critical		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners dance to a beat	What have we learnt
	demarcated area in files	of any traditional music.	today?
	while singing and	Learners dance as	
	clapping to warm-up the	individually but at their	Use answers to
	body for maximal	own pace.	summarise the lesson.
	performance and to		
	p a contract and a contract a		

Week Ending	g			
Class		Four		
Subject		COMPUTING		
Reference		Computing curriculum Pag	ge	
Learning Ind	licator(s)	B4.1.2.1.6.		
Performance	e Indicator	Creating, naming and renar	ming a folder	
Strand		WORD PROCESSING		
Sub strand		INTRODUCTION TO MS-WII	NDOWS INTERFACE	
Teaching/ Le	earning Resources	Laptop		
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
<u> </u>	<u> </u>			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to sing	Guide learners to create,	What have we learnt	
Wednesday	songs and recite familiar	name and rename a	today?	
	rhymes	folder.		
			Ask learners to	
			summarize the main	
		Assessment: let learners	points in the lesson	
		create, name and rename		
		a folder.		

WEEKLY LESSON PLAN FOR B4 GHANAIAN LANGUAGE

Learning Indicator (s) (Ref. No.)		B4.1.7.1.1 Talk about the environment and recognise		
		and discuss things that dest	d discuss things that destroy the environment	
		B4.1.7.1.2 Describe how to prevent things that		
		destroy the environment		
		B4.1.9.1.1 Recognise polar	question markers.	
Performan	ce Indicators	• The learner s	should talk about the	
		environment and re	cognise and discuss things	
		that destroy the env	rironment	
		The learner s	should describe how to	
		prevent things that	destroy the environment	
			should recognise polar	
		question markers.		
Week Endir	ng			
Reference		Ghanaian Language curricu	ulum	
Subject		GHANAIAN LANGUAGE		
	earning Resources	Manila cards, markers, reco		
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership	
	T			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)	
	Engage leaners to sing	Take a stroll with	What have we learnt	
	songs and recite	learners.	today?	
	familiar rhymes	• Tell them to take note of		
		the things they see as you		
		take the stroll.		
		• Let learners mention the		
		names of things in their		
		environment.		
		• In class, discuss what an		
		environment is with		
		learners.		
		• In class, discuss the trip		
		with learners and lead		

		them to recognise some of	
		the actions of man that	Review the lesson with
		destroy the environment.	learners
		• Let learners recognise	icarriers
		other things that destroy	
		the environment. E.g.	
		Bushfires, erosion, de-	
		forestation, pollutions in	
		various forms, etc.	
		various forms, etc.	
		Assessment: let learners	
		mention things that	
		destroy the environment	
		destroy the environment	
Engage leaners to	o sing	Discuss the actions that	What have we learnt
songs and recite		destroy the environment	today?
familiar rhymes		again with learners.	
		 Group learners and ask 	
		them to brainstorm in	
		their various groups on	
		what they think must be	
		done to prevent the	
		destruction of the	
		environment.	
		• Let each group present	
		whatever they have	
		written down to the class.	
		• Let learners discuss the	
		points raised by their	
		friends and select the	
		major ideas that they	
		bring out (the teacher can	
		add more ways of	
		preventing the destruction	
		of the environment in case	
		the points raised by	
		the points raised by learners are not very	
		•	
		learners are not very	

	that destroy the environment. • Discuss the video with them. Assessment: let learners describe how to prevent things that destroy the environment	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	giving and responding to commands with learners. • Call one learner and use the questions and answers strategy to get information from him or her as the rest of the learners listen. • Discuss what polar question markers are with learners. • Lead learners to recognise polar question markers in a group of questions written on the board. Eg. Have you eaten? Yes/No. Are you from this town? Yes/No Assessment: let learners identify polar question	What have we learnt today?
	markers in a group of questions written on the board.	Review the lesson with learners

TERM TWO BASIC FIVE WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC FIVE

Name of School.....

Week Endin	ng		
Class		Five	
Subject	ENGLISH LANGUAGE		
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.6.3.1 B5.2.6.4.1 B5.3.2.1.3 B5.4.9.2.1 B5.5.3.1.4 B5.6.1.1.1	
Performance	e Indicator	A. Learners can engage in collaborative conversation on topics such as social issues, values and manners with adults B. Learners can recognise how words are formed through acronyms (WHO) and clipping (telephone—phone). C. Learners can Identify and use possessive pronouns to show possession D. Learners can develop ideas into a two-paragraph draft without considering the writing conventions, using appropriate linking words within and across paragraphs to aid cohesion and avoid ambiguity, e.g. firstly, then, after E. Learners can identify and use abstract nouns to refer to concepts and ideas. F. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read	
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
reacining/ L	carring nesources	on a manila card and a class library.	
Core Compe	etencies: Creativity and Inn	novation Communication and Collaboration Personal	
-		Thinking and Problem Solving.	
•			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	Introduce a talk show by drawing on learner's background knowledge of such activities on TV. What have we learnt today?	

• Identify an interesting topic e.g. "Children should not WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation.

- Put learners in groups and let them choose a topic for conversation. Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.
- Put learners in groups to identify and discuss social values (e. g. honesty), what they are and behaviours that portray these values.

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- They should identify people they know who have exhibited these values and how they showed these values.
- Have each group present their work to the class. Encourage the class to ask questions and contribute to the presentation.

Assessment: let learners identify social values, identify people they know who have exhibited these values and describe how they showed these values

Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Have learners revise	today?
	rhymes	building vocabulary	,
	,	through affixes. e.g.	Ask learners to
		micro – microscope	summarize the main
		in – insert	points in the lesson
		con – connect	, , , , , , , , , , , , , , , , , , ,
		re – return	
		 Learners should find 	
		meaning to these affixes	
		and write more examples	
		of affixes. Play a game	
		where learners identify	
		affixes in words. The	
		group with the highest	
		number of words is	
		declared the winner.	
		 Introduce acronyms and 	
		clipping. e.g.: acronyms –	
		WHO = World Health	
		Organisation clipping -	
		telephone = phone	
		 Put learners into groups 	
		and have them research	
		on acronyms and clipping,	
		using dictionaries or	
		online resources, to build	
		more vocabulary.	
		Assessment: let learners	
		research for more	
		acronyms	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
,	songs and recite familiar	Provide an interesting	today?
	rhymes	story abundant in	•
		possessives, e.g. mine,	Ask learners to
		yours, his. E.g., This is	summarize the main
		mine.	points in the lesson
		 Let learners use 	
		possessives like mine,	
		yours, his, hers, theirs in	
		sentences.	
		E.g., This story is mine.	
		Assessment: let learners	
		identify possessive	
		pronouns in a passage.	

Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Put learners into groups to develop their ideas in B5.4.9.1.1 into a three- paragraph draft. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		develop ideas into a two- paragraph draft.	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Have learners use given concrete and abstract nouns in sentences Assessment: let learners use given abstract nouns in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Have learners read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: Ask learners	Have learners to tell what they read to the whole class

	paragraph summary of the book read for readings	

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Class		Five	
Subject		MATHEMATICS	
Reference		Mathematics curriculum P	age
Learning Ir	ndicator(s)	B5.1.3.1.5 B5.1.3.1.6	
Performan	ce Indicator	Learners can Use the conc	ept of equivalent fractions
		for addition and subtractio	n of fractions greater thar
		one (improper or mixed fra	ctions).
		Learners can Use models	to explain the result o
		multiplying a fraction by wh	nole number
Strand		1- Number	
Sub strand		3: Number: Fractions	
Teaching/	Learning Resources	Counters	
Core Comp	etencies: Creativity and Ini	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	(New Learning Including Assessment)	(Learner And Teacher)
		,	
Monday	(Preparing The Brain	,	
Monday	(Preparing The Brain For Learning)	Assessment)	
Monday	(Preparing The Brain For Learning)	Assessment) Multiplying a whole	
Monday	(Preparing The Brain For Learning) Sing songs like:	Assessment) Multiplying a whole number by a fraction, e.g.	(Learner And Teacher) Assessment: have
Monday	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-	(Learner And Teacher) Assessment: have
Monday	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means	(Learner And Teacher) Assessment: have learners to practice with
Monday	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone,	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two- thirds means 2/3+2/3+2/3+2/3 =	(Learner And Teacher) Assessment: have learners to practice with
Monday	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone,	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two- thirds means 2/3+2/3+2/3+2/3 =	(Learner And Teacher) Assessment: have learners to practice with
Monday	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone,	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two- thirds means 2/3+2/3+2/3+2/3 =	(Learner And Teacher) Assessment: have learners to practice with
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3	(Learner And Teacher) Assessment: have learners to practice with more examples
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two- thirds means 2/3+2/3+2/3+2/3+2/3 = 10/3 To multiply a whole	Assessment: have learners to practice with more examples
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like:	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed	Assessment: have learners to practice with more examples
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed fraction, one can multiply	Assessment: have learners to practice with more examples Review the lesson with Learners
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two- thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed fraction, one can multiply the whole number by the	Assessment: have learners to practice with more examples Review the lesson with Learners Assessment: have
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one 1 - One is one alone,	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed fraction, one can multiply the whole number by the whole number and then	Assessment: have learners to practice with more examples Review the lesson with Learners Assessment: have learners to practice with
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed fraction, one can multiply the whole number by the whole number and then whole number by the	Assessment: have learners to practice with more examples Review the lesson with Learners Assessment: have learners to practice with
ŕ	(Preparing The Brain For Learning) Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Assessment) Multiplying a whole number by a fraction, e.g. 5 ×2/3 or finding five two-thirds means 2/3+2/3+2/3+2/3 = 10/3 To multiply a whole number by a mixed fraction, one can multiply the whole number by the whole number and then whole number by the fraction and add the	Assessment: have learners to practice with more examples Review the lesson with Learners Assessment: have learners to practice with

multiply;

5 - Fire

		i	
Wednesday	Sing songs like: I'm counting one, what is one	To multiply a whole number by a fraction (e.g. 3 × 223) first change all into common fractions,	Review the lesson with Learners Assessment: have
	1 - One is one alone,alone it shall be.2 - Two pair, two paircome pair let us pair	then multiply the numerators separately and multiply the denominators separately and simplify;	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	Multiplying a fraction by a whole number the multiplication is interpreted as "of"; e.g. $2/3 \times 5$ means shade $2/3$ of 5; i.e. finding two-thirds of each of five objects; i.e. $2/3 \times 5$ can be illustrated by shading 23 of 5 sheets of paper, which leads to the shading of 10 thirds, $2/3 \times 5 = 2/3$ of $5 = 10(13) = 103 = 313$ $\frac{2}{3} \text{ of each sheets shaded}$ $\frac{1}{3} \frac{2}{3} \text{ of each sheets shaded}$	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	multiply a mixed fraction by a whole number, first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;	Assessment: have learners to practice with more examples

Week Endi	ng		
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B5.2.1.5.2	
Performan	ce Indicator	Learners can know how to	make and keep air clean i
		our environment	
Strand		2: CYCLES	
Sub strand		1: EARTH SCIENCE	
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	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	Find out from learners	 Lead discussions to 	What have we learnt
	what they understand	come out with the do's	today?
	by clean air and review	and don'ts that will make	
	things that pollute air	or keep air clean in our	Ask learners to
	(make air unclean) such	homes and surrounding	summarize the importan
	as smoke from factories,	environment (planting of	points of the lesson
	car exhausts, bush	trees and grass and	
	burning and dust from	avoiding frequent and	
	construction sites and	uncontrolled burning).	
	untarred roads.	• Learners are assigned to	
		design a concept map on	
		the causes, prevention	
		and control of air	
		pollution.	
		Assessment: let learners	
		describe how to make and	
		keep air clean in our	
		environment	

Thursday	Engage learners to sing	• Learners draw and use a	Ask learners to
arsaay			
	songs and recite familiar		summarize the important
	rhymes	the effects of water	points of the lesson
		pollution on the	
		environment.	
		Assessment: let learners	
		mention the effects of	
		water pollution on the	
		•	
		environment	

Week Endi	ng		
Class	6	Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		OWOP curriculum Page	
Learning Indicator(s)		B5.2.2.1.1	
)	ce Indicator	Learners can design and mak	e a simple animal house and
Cironnan	ec malcator	keep a pet	e a simple animal nouse and
Strand		2: ALL AROUND US	
Sub strand		2: Plants and Animals	
	Learning Resources	Pictures	
		vation Communication and Colla	phoration Personal
-	ent and Leadership Critical Thi		aboration reisonal
Developine	the and Leadership Chicar Thi	TIKING CITC T TODICITI SOLVING.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
27.110	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	(Learner And Teacher)
Tuesday	Engage learners to sing	Learners watch	What have we learnt
,	songs and recite familiar	pictures/films on different	today?
	rhymes	housing for domestic animals	
	,	and pets or visit farms in the	Ask learners to summarize
		community to observe	the main points in the
		different types of housing for	lesson
		animals e.g. sheep, goats,	
		rabbits, poultry and pigs.	
		, , , , , , , , , , , , , , , , , , , ,	
		Learners engage in practical	
		activities to design and make	
		simple animal houses such	
		as: pens for goats and sheep	
		coop for hen cage for dog	
		Assessment: let learners	
		design and make a simple	
		animal house	
Thursday	Engage learners to sing	Learners sketch domestic	What have we learnt
	songs and recite familiar	animals and their housing	today?
	rhymes	Learners talk about values of	
		keeping animals such as	Ask learners to summarize
		learning to become	the main points in the
		responsible and committed	lesson
		to handwork, etc.	

Week End	ding		
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	9	RME curriculum Page	
Learning	Indicator(s)	B5.2.1.1.1	
Performance Indicator		Learners can discuss the mo	oral importance of worship
Strand		Religious Practices and the	ir Moral Implications
Sub strand		Religious Worship in the Th Ghana	nree Major Religions in
Teaching	Learning Resources	Pictures	
		novation Communication an	d Collaboration Personal
	•	Thinking and Problem Solvin	
-	<u> </u>		<u>-</u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Through questions and	What have we learnt
	songs and recite familiar	answers, assist learners to	today?
	rhymes	talk about the importance	
		of worship: to get	Ask learners to
		blessings from God, to get	summarize the main
		closer to God, etc.	points in the lesson
		Have children show how	
		they pray.	
		Assessment: let learners	
		mention the moral	
		importance of worship	

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B5.4.2.1.2
Performance Indicator	Learners can identify some of the health facilities and
	housing projects in the colonial period.
Strand	4: Colonisation and Developments under Colonial Rule
	in Ghana
Sub strand	2: Social Developments Under Colonial Rule
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923). Brainstorm the significance of these social services	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify some of the health facilities in the colonial period	
Thursday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the	Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi	What have we learnt today? Ask learners to summarize the main points in the lesson

colonial period? How	hospital, and Takoradi	
important were these	hospital.	
social services?	2. Brainstorm the	
	significance of these social	
	services.	
	Assessment: let learners	
	identify some of the	
	housing projects in the	
	colonial period	

Week Ending		
Class	Five	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B5. 2.1.1.3	
Performance Indicator	Learners can study some compositions and	
	performances of Ghanaian and other African	
	performing artists that reflect the physical and social	
	environments of some African communities	
Strand	Performing Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar		today?
	rhymes	Ghanaian and other	
		African performing artists	Ask learners to
		that reflect ideas from the	summarize the main
		physical and social	points in the lesson
		environment of some	
		African communities;	
		② appreciate: talk about	
		the art-forms in-pairs and	
		share their views during a	
		plenary session (e.g. the	
		type of art-form,	
		theme/purpose, the idea	
		from the physical and	
		social environment that	
		the works reflect, style of	
		composition, method of	

		production and	
		performance);	
		Assessment: let learners	
		describe some	
		compositions and	
		performances of Ghanaian	
		performing artists	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	select the works of	today?
	rhymes	Ghanaian and other	
		African performing artists	Ask learners to
		 compare the works in 	summarize the main
		terms of type, function,	points in the lesson
		elements, tempo, rhythm,	
		methods, etc	
		Assessment: let learners	
		compare the works of	
		Ghanaian and other	
		African performing artists	
		in terms of type,	
		function,	
		elements, tempo,	
		rhythm,	
		methods used.	

Week End	ing		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B5.1.3.1.2	
	nce Indicator	Learners can Start and sprir	nt for distance.
		·	
Strand		MOTOR SKILL AND MOVEM	
Sub strance		LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
	Learning Resources	cones	
	•	novation Communication and	
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
		I	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	After general and specific	End the lesson with cool
	demarcated area in files	warm-up, learners to go	down activities and use
	while singing and	on crouch with the knee	questions to summarise
	clapping to warm-up the	of the rear leg in line with	the lesson
	body for maximal	the heel of the front leg.	
	performance and to	The front foot and the	
	prevent injuries	hands are also placed	
		about 10cm away from	
		the start line with head	
		bent down -on your	
		marks. At set, learners	
		extend the rear leg,	
		shifting the body weight	
		onto the arms with head	
		down. At go, learners	
		explode quickly by running	
		to a distance of 40m in	
		groups.	
		Organise 50m dash for	
		learners.	

Week Endin	g		
Class	<u>-</u>	Five	
Subject COMPUTING			
Reference		Computing curriculum Pag	te
Learning Ind	licator(s)	B5.2.1.1.1. B5.2.1.1.2.	
Performance		Learners can show the use	of Insert, design, animation and
			ection. (New, Open, Save, Save
		As, Print and Close) and the	Insert and design ribbon
		Learners can show a 5-sl	ide presentation using Insert,
		design, animation and trans	sition of the ribbons studied
Strand		2: PRESENTATION	
Sub strand		1: INTRODUCTION TO MS-P	OWERPOINT (TABS AND
		RIBBONS OF MS-POWERPO	INT
Teaching/ Le	earning Resources	Laptop	
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)		
	Engage learners to sing	Ask learners to use "File	What have we learnt today?
Wednesday	songs and recite familiar	menu", "Insert" and	
	rhymes	"Design Ribbons" to	Ask learners to summarize
		create a new MS-	the main points in the lesson
		PowerPoint slide and use	
		shapes in the "Insert	
		ribbon" to draw the	
		Ghana flag	
		Ask learners to use "File	
		menu", "Insert" and	
		"Design Ribbons" to	
		design a colourful 5-paged	
		MS-PowerPoint on the	
		topic "Myself".	

	NB. This is to help learners	
	with software knowledge	
	to understand well, the	
	concept in office	
	applications (Microsoft	
	PowerPoint).	
	Assessment: let learners	
	use PowerPoint slide and	
	to draw the Ghana flag	
L		

WEEKLY LESSON PLAN FOR B5 TERM 2 GHANAIAN LANGUAGE

Loarning	ndicator (s) (Pof No.)	DE 1 7 1 1 Domonstrato and	d say expressions that
Learning Indicator (s) (Ref. No.)		B5.1.7.1.1 Demonstrate and say expressions that	
		show courtesy. B5.1.7.1.3 Demonstrate non-verbal behaviour that	
		depict courtesy	n-verbar beriaviour triat
		•	so polar question markers
Dorformo	nce Indicators	B5.1.9.1.1 Recognise and us	should demonstrate and
Periorilai	ice mulcators		
		say expressions that	should demonstrate non-
		verbal behaviour th	
			should recognise and use
		polar question mark	_
Week End		2	
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, reco	
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	Show a video that	What have we learnt
	songs and recite	exhibits some courtesy	today?
	familiar rhymes	behaviour.	
		 Discuss the video with 	
		learners.	
		Let learners mention	
		some of the words/	
		expressions heard from	
		the video that indicate	
		courtesy.	
		Allow learners to write	
		the expressions on the	
		board.	
		Call learners to read the	
		expressions aloud.	
		Saying "Please".	

	"I am sorry."	
	"Thank you."	
	"Excuse me."	
	 Ask learners to mention 	
	other courtesies known to	
	learners.	
	 Let learners mention 	
	situations where courtesy	
	is demanded.	
	 Demonstrate some 	
	behaviour of courtesy	
	with some of the learners	
	in a mentioned situation.	
	 Direct learners to 	
	demonstrate behaviours	Review the lesson with
	that indicate courtesy in	learners
	other situations	
	individually or in groups.	
	0 111	
	Assessment: let learners	
	demonstrate and say	
	expressions that show	
	courtesy.	
	courtesy.	
Engage leaners to sing	Demonstrate some non-	What have we learnt
songs and recite	verbal behaviours of	today?
familiar rhymes	courtesy.	•
,	Ask learners to discuss	
	the non-verbal action	
	performed.	
	• Listen and write some of	
	the expressions that	
	resulted from the	
	discussion with learners.	
	Direct learners to	
	demonstrate non-verbal	
	behaviours that depict	
	courtesy.	
	• In groups, allow learners	Doviou the lesses with
	to tell what the non-verbal	Review the lesson with
	action depicts in groups	learners

	Assessment: let learners	
	demonstrate non-verbal	
	behaviour that depict	
	courtesy	
Engage leaners to	sing • Discuss with learners	What have we learnt
songs and recite	ways of forming	today?
familiar rhymes	questions.	
	Ask learners to form	
	questions orally and write	e
	them on the board.	
	Talk about the polar	
	question type.	
	Write more questions o	on
	the board.	
	Lead learners to	
	recognise polar questions	5
	markers from the writing	
	on the board.	
	E.g. Have you eaten?	
	Yes/No	
	Are you from this town?	
	Yes/No	Review the lesson with
	. 23,	learners
	Assessment: let learners	
	identify and use polar	
	question markers	
	question markers	
	1	1

TERM TWO BASIC SIX WEEK TWO

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC SIX

Name of School.....

Week Endin	g			
Class	<u> </u>	Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Pa	ge	
Learning Inc	licator(s)	B6.1.6.3.1. B6.2.6.3.1 B6.3.4 B6.5.4.1.1. B6.6.1.1.1.	.1.1 B6.4.9.3.2.	
Performance Indicator		A. Learners can engage in co with unfamiliar audience	ollaborative conversation	
		B. Learners can deduce mea	_	
		C. Learners can use compa and irregular adjectives to	ratives forms of regular	
		D. Learners can edit/prod capitalisation, usage, pun	ofread draft, checking	
		E. Learners can differentiate between how the		
		simple past and the present perfect tense forms are used in speech and in writing		
		F. Learners can read and critique a variety of age- and level appropriate books and present a one-		
		page critical commenta criteria, on each book rea		
Teaching/ Lo	earning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
_	·	Innovation Communication and Collins Indication and Collins I Thinking and Problem Solving.	ollaboration Personal	
<u> </u>	<u> </u>	0 0		
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 songs and recite	A. ORAL LANGAUGE Sample topics: social issues,	What have we learnt today?	
	familiar rhymes	 Show a video of a talk show or introduce a talk show by drawing on learners' 	Ask learners to summarize the main points in the lesson	

		background knowledge of such activities on TV. • Identify an interesting topic e.g. "Children should not do WhatsApp". Initiate a conversation using questions. Learners take turns to contribute to the conversation. • Put learners in groups and let them choose topics for conversation. Go round to ensure learners take turns, use facial expressions appropriately and	
		maintain eye contact when in conversation. Assessment: let learners engage in collaborative conversation in groups on the	
		school rules	
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B .READING Meaning from context Explain and demonstrate that the meaning of a word can be deduced from other words in its environment. E.g. Philip is glad. He is really happy. Aku is tall but her brother is short. Put learners in groups. Let them read a text and I give the 	What have we learnt today? Ask learners to summarize the main points in the lesson
		contextual meaning of selected words from the text. • Engage learners in activities such as: – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding	

		replacements for certain words	
		in the text.	
		Using other strategies such	
		as the synonym or antonym	
		tree or synonym or antonym	
		'bingo', have learners build a	
		portfolio of antonyms and	
		synonyms.	
		Meaning from word	
		relationships	
		hyponyms: fruit – apple	
		meronyms: hand – finger	
		Have learners use the	
		vocabulary tree and mother to	
		child to build words using	
		hyponyms and meronyms	
		Assessment: let learners use	
		the vocabulary tree and mother	
		to child to build words using	
		hyponyms and meronyms	
Wednesday	Engage learners to	C. GRAMMAR	What have we learnt
	sing songs and recite	Revise the comparatives with	today?
	familiar rhymes	learners.	
		Use practical activities to	Ask learners to
		guide learners to change the	summarize the main
		positive forms of regular	points in the lesson
		adjectives into comparative	
		forms by adding -er.	
		E.g. Compare the heights of	
		two learners:	
		i. Musah is tall. Safianu is short.	
		ii. Musah is taller than Safianu.	
		Guide learners to form the	
		superlative forms of regular	
		adjectives by adding -est. E.g.	
		Ali is the tallest.	

		Provide a text containing	
		irregular forms of adjectives.	
		Start with those that have	
		different spelling for	
		comparative and superlative.	
		e.g. good better best	
		Provide a text for learners to	
		identify the examples. Learners	
		use the irregular forms of	
		adjectives in sentences	
		Assist learners to use the	
		adjectival forms position, more	
		– and most – much	
		more most	
		intelligent more intelligent	
		most intelligent	
		For each type or form, guide	
		learners with examples to	
		compare classroom objects and	
		things within the vicinity of the	
		school and beyond.	
		Creativity	
		Assessment: let learners use	
		comparatives forms of regular	
		and irregular adjectives to	
		make comparisons of	
		classroom objects and things	
		within the vicinity of the school,	
Thursday	Engage learners to	D. WRITING	What have we learnt
	sing songs and recite	Have learners pick up their	today?
	familiar rhymes	clean draft (Refer to B5 4.3.1)	, .
	Tarrina Triyines	and check for conventions. E.g.	Ask learners to
		errors in capitalisation,	summarize the main
		punctuation and spelling	points in the lesson
		Tips for learners:	points in the lesson
		i. Do my sentences have proper	
		punctuation? E.g. full stop,	
		question mark, exclamation	
		mark.	
		ii. Have I used commas	
		correctly?	

		iii. Do my sentences start with	
		capital letters?	
		iv. Have I capitalised proper	
		nouns?	
		Have learners do peer	
		editing.	
		Have them prepare neat final	
		copies.	
		Guide them to proofread the	
		final copies before publishing.	
		Assessment: let learners	
		edit/proofread draft, checking	
		capitalisation, usage,	
		punctuation and spelling of	
		their own written story.	
Friday	Engage learners to	E. WRITING CONVENTION AND	What have we learnt
	sing songs and recite	GRAMMAR USAGE	today?
	familiar rhymes	Revise the simple present and	
		present perfect tenses by using	Ask learners to
		examples and situations.	summarize the main
		Distribute copies of a sample	points in the lesson
		story and let them identify the	
		simple past verbs, how they are	
		used in sentences and identify	
		modals used.	
		Use this as a guide to let	
		learners write a story using the	
		simple past.	
		• Learners in pairs write their	
		own stories making sure they	
		use both tense forms.	
		Prepare a grid containing all	
		that could be needed to guide	
		the pairs to do their own	
		editing paying attention to the	
		correct use both tense.	
		Accomments lat language	
		Assessment: let learners	
		underline simple past and the	

		present perfect tense forms in sentences	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write atwo-paragraph summary of the	Have learners to tell what they read to the whole class
		book read. Invite individuals to present their work to the class for feedback. Encourage them to share whatever they read with their mates.	
		Assessment: let learners read and critique a variety of ageand level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read.	

Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.1	
Performand	ce Indicator	Learners can explain post World War II developments	
		in the Gold Coast	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
Teaching/ L	earning Resources	Pictures	
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)		
Tuesday	Engage learners to sing	Report on the findings of	What have we learnt
	songs and recite familiar	the Commission in the	today?
	rhymes	form of a paper or	
		performance/poster/role	Ask learners to
	Why was the Watson	play etc.	summarize the main
	Commission formed?		points in the lesson
	Who were its members?	Assessment: let learners	
		write the report on the	
		findings of the	
		Commission as a post	
		World War II	
		developments in the Gold	
		Coast	
Thursday	Engage learners to sing	Report on the findings of	What have we learnt
	songs and recite familiar	the Commission in the	today?
	rhymes	form of a paper or	
		performance/poster/role	Ask learners to
		play etc.	summarize the main
			points in the lesson
		Assessment: let learners	
		role play the report on	
		the findings of the	
		Commission as a post-	

	World War II development	
	in the Gold Coast	

Week Endi	ng		
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B6.3.2.1.1	
Performan	ce Indicator	Learners can explain the difference between a star, a	
		planet and a satellite	
Strand		SYSTEMS	
Sub strand		The Solar System	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Show videos, models or	What have we learnt
	songs and recite familiar	pictures of the solar	today?
	rhymes	system and engage	
		learners to identify the	Ask learners to
	Discuss the functions of	planets in the system.	summarize the importar
	parts of plants with	 Draw the solar system 	points of the lesson
	learners	on the board, using	
		different colours to	
		illustrate the different	
		bodies.	
		 Learners tell what they 	
		see when they view the	
		sky during the night and	
		during day time.	
		Based on their answers,	
		use the chart to explain	
		that a star is a heavenly	
		that a star is a heavenly body that produces its	
		•	
		body that produces its	

explain the difference

		between a star and a planet	
Thursday	Engage learners to sing songs and recite familiar rhymes	Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun). • Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the moon is a satellite of the earth. • Engage learners in a game that mimics the solar system (e.g. place a chair at the centre of the football field with one learner to represent the sun. Now ask 8 learners to go around the chair in circles to represent the planets). Assessment: let learners explain the difference between a star, a planet and a satellite	What have we learnt today? Ask learners to summarize the important points of the lesson

[
Week Ending			
Class	six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.2.6.2 B6.1.1.4.3 B6.1.3.1		
Performance Indicator	 A. Learners can solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers) B. Learners can perform simple multiplication with integers C. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) 		
Strand	Number		
Sub strand	Fractions		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and I	nnovation Communication and Collaboration Personal		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Solve word problems; e.g.	Review the lesson with
		(i) Some number added to	Learners
	I'm counting one, what	5 is equal to -11. Find the	
	is one	number.	
	1 - One is one alone,	(ii) Ben and Cam are	Assessment: have
	alone it shall be.	diving. Ben is 15.8 meters	learners to practice with
	2 - Two pair, two pair	below the surface of the	more examples
	come pair let us pair	water. Cam is 4.2 meters	
	3 - Turn around	above Ben.	
	4 - Follow me	What is Cam's position	
	5 - Fire	relative to the surface of	
		the water?	
Tuesday	Sing songs like:	Solve word problems; e.g.	Review the lesson with
		(i) Some number added to	Learners

	I'm counting one, what	5 is equal to -11. Find the	
	is one	number.	
	1 - One is one alone,	(ii) Ben and Cam are	
	alone it shall be.	diving. Ben is 15.8 meters	
	2 - Two pair, two pair	below the surface of the	
	come pair let us pair	water. Cam is 4.2 meters	
	3 - Turn around	above Ben.	
	4 - Follow me	What is Cam's position	
	5 - Fire	relative to the surface of	
		the water?	
Wednesday	Sing songs like:	Use number line to help	
,		learners to multiply	
	I'm counting one, what	integers; learners should	
	is one	always start from zero and	
	1 - One is one alone,	skip/hop to the left or	Assessment: have
	alone it shall be.	write on the number line.	learners to practice with
	2 - Two pair, two pair	For instance, to multiply 3	more examples
	come pair let us pair	by (-2), have learners start	more examples
	3 - Turn around	from zero and hop to the	
	4 - Follow me	left 3times in an interval of	
	5 - Fire	2.	
	3 1110	3 • (-2) means add 2 three times. -2 -2 -2 +2 +2 +2 +2 +2 +2 +2 +2 +2 +2 +2 +2 +2	
Thursday	Sing songs like:	Use number line to help	Review the lesson with
		learners to multiply	Learners
	I'm counting one, what	integers; learners should	
	is one	always start from zero and	
	1 - One is one alone,	skip/hop to the left or	Assessment: have
	alone it shall be.	write on the number line.	learners to practice with
	2 - Two pair, two pair	For instance, to multiply 3	more examples
	come pair let us pair	by (-2), have learners start	
	3 - Turn around	from zero and hop to the	
	4 - Follow me	left 3times in an interval of	
	5 - Fire	2. 3 - (-2) means add 2 - three times. -2 -2 -2 -2 -2 -2 -2 -2 -2 -2 -2 -2 -2 -	

Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To compare and order a mixture of common, decimal and percent fractions, express them in one 5 form (i.e. either common, decimal or percent); e.g. to order 0.758 , $\frac{5}{8}$ and 73% ; we have $\rightarrow \frac{758}{1000} = 62.5\%$, $0.758 = \frac{758}{1000} = 75.8\%$, and $73\% = \frac{73}{100} = 0.73$, Hence the order from least to the largest is $\frac{5}{8}$, 73% and 0.758	Review the lesson with Learners Assessment: have learners to practice with more examples
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Week Ending		
Class	Six	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B6. 2.1.1.3	
Performance Indicator	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world	
Strand	Performing Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② select the compositions and performances of any international performing artist that reflect ideas from the physical and social environments of any community in the world; ② appreciate: discuss the selected artworks in groups and share findings with the rest of the class focusing on the type of composition or	What have we learnt today? Ask learners to summarize the main points in the lesson

		performance, theme/purpose, the idea from the physical and social environment that it reflects, vocabulary used, rhythm, etc.; Assessment: let learners describe how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to select and compare any two of the compositions and performances in terms of type, material, method, finishing, function and suitability, etc. Assessment: let learners compare any two of the international compositions and performances in terms of type, material, method, finishing, function and suitability.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week En	ding		
Class		Six	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B6.1.2.1.12	
Performa	ance Indicator	Learners can Develop a co	operative movement game
		that uses locomotor skills,	object manipulation, and ar
		offensive strategy and te	ach the game to another
		person	
Strand		MOTOR SKILLS AND MOVE	MENT PATTERNS
Sub strai	nd	LOCOMOTOR, MANIPULAT	IVE AND RHYTHMIC SKILLS
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Ini		novation Communication an	d Collaboration Personal
Develop	ment and Leadership Critical	Thinking and Problem Solvir	ng.
Develop	ment and Leadership Critical	Thinking and Problem Solvin	ng.
Develop	ment and Leadership Critical PHASE 1: STARTER 10	Thinking and Problem Solvin PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	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)
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners participate in a	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners participate in a mini Handball, Volleyball,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners participate in a mini Handball, Volleyball, Basketball, Netball,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Use answers to
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Use answers to
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Use answers to

playing the game ae a team. Learners play various roles in a team and cooperate with one another in achieving the

teams' objectives.

the lesson

Learners cool down to end

Week End	ding		
Class		Six	
Subject		COMPUTING	
Reference		Computing curriculum Pag	e
Learning	Indicator(s)	B6.5.1.1.1 B6.5.1.1.2 B	6.5.1.1.3
Performa	nce Indicator	Learners can describe Datal	oases.
		Learners can identify databa	ases and data structures.
		Learners can explain Funda	mental Database concept
Strand		Programming and Database	es
Sub stran	nd	Introduction to Databases,	Algorithm And
		Programming. Languages	
Teaching	/ Learning Resources	Laptop	
Core Con	npetencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developn	ment 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)		
	Engage learners to sing	Guide learners through	What have we learnt
	songs and recite familiar	discussion in groups, to list	today?
	rhymes	and describe databases.	
			Ask learners to
		Guide learners to identify	summarize the main
		databases structures. ie.	points in the lesson
		database structure is the	
		collection of record type	
		and field type definitions	
		that comprises the	
		database.	
		Guide learners to apply	
		the fundamental database	
		concepts to a sample	
		database in a class	
	1	discussion	
		A	
		Assessment: let learners explain Fundamental	

Database concepts

Week Ending	
Class	Six
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B6.2.3.1.1
Performance Indicator	Learners can identify the political regions on a sketch
	map of Ghana
Strand	ALL AROUND US
Sub strand	Map Making and Land Marks
	Content
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about the	What have we learnt
	songs and recite familiar	political regions of Ghana	today?
	rhymes	e.g. the sixteen regions,	
		their names and capitals.	Ask learners to
			summarize the main
		Learners show the	points in the lesson
		locations of the political	
		regions on a sketch map of	
		Ghana.	
		Observe a map of Africa	
		and write out the	
		countries, which border	
		Ghana to the North, East	
		and West.	
		Assessment: let learners	
		identify the political	
		regions on a sketch map of	
		Ghana	

Thursday	Engage learners to sing	Compose a song that	What have we learnt
Titursuay			
	songs and recite familiar	locates the position of	today?
	rhymes	Ghana in relation to other	
		countries along the Coast	Ask learners to
		of West Africa. "From	summarize the main
		Senegal to GambiaBenin	points in the lesson
		to Nigeria".	
		Assessment: let learners	
		write and sing a song that	
		locates the position of	
		Ghana in relation to other	
		countries along the Coast	
		of West Africa	

Week Ending			
Class	Six		
Subject	RELIGIOUS AND MORAL EDUCATION		
Reference	RME curriculum Page		
Learning Indicator(s)	B6.2.2.1.2		
Performance Indicator	Learners can explain the need for celebrating various		
	festivals		
Strand	Religious Practices and their Moral Implications		
Sub strand	Festivals in the Three Major Religions		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			
Development and Leadership Critical Thinking and Problem Solving.			

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	Let leaners write essays on the need for celebrating festivals. • Lead learners to discuss their essays for suggestions and corrections. Assessment: let learners explain the need for celebrating various festivals.	What have we learnt today? Ask learners to summarize the main points in the lesson

WEEKLY LESSON PLAN FOR B6 GHANAIAN LANGUAGE

1	diagram/s\/D-C-N\	DC 4 7 4 4 D 1 11	alaan famail a ada ar
Learning in	dicator (s) (Ref. No.)	B6.1.7.1.1 Recognise the nuthe members in it.	iclear family and mention
		B6.1.7.1.2 Recognise the ex	tended family and
		mention some members in	·
		B6.1.7.1.3 Use the appropri	
		families.	ate terms to describe
Performano	ce Indicators		should recognise the
			nention the members in it.
		,	should recognise the
			d mention some members
		in it.	
			should use the appropriate
Mook Fad:	20	terms to describe fa	milies.
Week Endir	ıg	Chanaian Language currier	ulum
		Ghanaian Language curricu	uiuiII
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Ask learners to mention	What have we learnt
	songs and recite	the family members they	today?
	familiar rhymes	live with.	
		 Discuss who a nuclear 	
		family comprises of.	
		 Display a picture of a 	
		family.	
		Aid learners to recognise	
		the nuclear family and	
		mention the members in	
		it.	
			Review the lesson with
		Assessment: let learners	learners
		identify the nuclear family	
		and mention the members	
		in it	

Engage leaners to sin songs and recite familiar rhymes	watch a clip of an extended family in class. • Discuss the members of the family seen in the video. • Explain the concept of the extended family to learners. • Aid learners to recognise the extended family and	What have we learnt today?
	mention some members in it. B6.1.7.1.3 Use the appropriate terms to describe families Assessment: let learners	Review the lesson with learners
	identify the extended family and mention some members in it.	
Engage leaners to sin songs and recite familiar rhymes	 With flashcards, write terms used in describing members of the family. Discuss the terms used to describe members with learners. Ask the learners to talk about their family using the appropriate terms. In groups, ask learners to act like a family and let learners use the appropriate terms to describe the families 	What have we learnt today?
	Assessment: let learners use the appropriate terms to describe families.	Review the lesson with learners

THE GRANDMOTHER TERM 2, WEEK 3 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK THREE

WEEKLY LESSON PLAN FOR KG 1- WEEK THREE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday CLASS: KG 1		SUB STRAND: MY CULTURAL VALU	JES
CONTENT STANDARD:	K1.3.1.1	INDICATORS: K1. 3.2.1.1	
Demonstrate understa	nding of the	DEDECORMANICE INDICATOR.	
good manners that our		PERFORMANCE INDICATOR:	
values and why they va	lue them	Learners can talk about some imp	ortant cultural values
		and good manners that promote r	espect and politeness
CORE COMPETENCE: C	ommunicatio	l on and collaboration (CC) Personal [Development and
		vation (CI) Critical Thinking and Prob	•
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate to the lesson.		
(Preparing the Brain for Learning)			
PHASE 2: MAIN	In a Community Circle time have learners sit		Poster/ cut out
40MINS		rcle. Always welcome and greet sbefore you introduce the theme	picture
(New Learning	for the week.		
Including	Have a cut-	-out papers with the polite	Cut out shapes, big
Assessment)	words/phra	nses including greetings and m with learners.	books, counters, crayons
	respect to e	ners to demonstrate how to show each other, to adults in our society, her and then teachers.	

	Display a conversational poster and have learners observe, think pair share and describe some behaviours that depict respect and politeness at home and at school. E.g. saying "please, and "thank you", asking permission before doing everything, e.g. saying "may I go out" etc Create a scenario for learners to tell the appropriate polite words/phrases that they will use and why? Have learners role play some of the scenarios Assessment: Display a conversational poster and have learners describe some behaviours that depict respect and politeness at home and at school	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	
	SUB STRAND: MY CULTURAL VALUES
CLASS: KG 1	
CONTENT STANDARD: K1.3.1.1	INDICATORS: K1.3.2.1.2
Demonstrate understanding of the	
good manners that our families	PERFORMANCE INDICATOR:
values and why they value them	Learners can recognize the basic components of a book
	using the Big Book on showing respect
CODE COMPETENCE: Communication	n and collaboration (CC) Personal Development and
	on and collaboration (CC) Personal Development and
Leadership (PL) Creativity and Innov	ation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Using a Big book on showing	Poster/ cut out
40MINS	respect/politeness, have learners talk about the front/cover page, the body, and end page	picture
(New Learning	of a book.	
Including	With the use of picture walk from the cover	Cut out shapes, big
Assessment)	page illustration and the body/content, have learners predict the content of the text.	books, counters, crayons
	Discuss the meaning of the keywords before reading the book.	
	Use interactive read aloud to assist learners to make connections with why they need to show respect to each other and their teachers.	
	Have learners use some of the keywords sentences that depicts showing respect.	

(Learner and Teacher)		
REFLECTION 10MINS	in relation to it	
PHASE 3:	Review lesson with Learners by singing songs	
	Assessment: let learners identify the basic components of a book using the Big Book on showing respect	
	Have learners count the number of letters they used to fill in the spaces of the words and represent the number of the letters on a number line	
	Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc.	

DATE:		STRAND: VALUES AND BELIEFS	
DAY : Wednesday			
		SUB STRAND: MY CULTURAL VALU	JES
CLASS: KG 1			
CONTENT CTANDADD.	V4 2 4 4	INDICATORS: 1/1 2 2 1 2	
CONTENT STANDARD: Demonstrate understa		INDICATORS: K1.3.2.1.3	
good manners that our	_	PERFORMANCE INDICATOR:	
values and why they va		Learners can use positive words le	earnt from the teacher-
		read-aloud of the Big Book to talk	
		respect to teachers and peers at s	chool.
CORE COMPETENCE: C	ommunicatio	 on and collaboration (CC) Personal [Development and
		vation (CI) Critical Thinking and Prob	•
KEY WORDS:			
RET WORDS.			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	-	e walk through the text and let the edict what the story will be about	
40MINS	looking at the	•	picture
(New Learning		·	
	Learners listen to the Teacher read-aloud the Cut		Cut out shapes, big
Including	Big Book on a Girl who refused to listen to his books, counters.		books, counters,
Assessment)	parents and retell the story.		crayons
	Learners share what they learn from the story		
	relating it to how good it is for a child to		
	adopt their	cultural values.	
	Learners dra	amatize different ways to show	
	-	eachers and their peers at school	
		ouse. E.g. saying sorry, thank you,	
	etc.		

	Use vocabulary acquired from the text to create meaningful simple sentences. Have each learner count the number of words in their sentence and represent the number of words on a number line Assessment: let learners use positive words to talk about how to show respect to teachers and peers at school	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY : Thursday			
		SUB STRAND: MY CULTURAL VALU	JES
CLASS: KG 1			
CONTENT STANDARD:	K1.3.1.1	INDICATORS: K1.3.2.1.4	
Demonstrate understa	_	PERFORMANCE INDICATOR:	
good manners that our		PERIORIVIANCE INDICATOR.	
values and why they va	alue them	Learners can identify the location a given word (beginning or end of	
		a given word (beginning or end or	a word)
CORE COMPETENCE: C	communication	on and collaboration (CC) Personal E	Development and
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	lem Solving
KEY WORDS:			
PHASE/DURATION	LEADNIEDC		
•	LEARNERS	ACTIVITIES	RESOURCES
·		ACTIVITIES ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10	Have learne		RESOURCES
PHASE 1: STARTER 10 MINS	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learne that relate t	ers to sing songs and recite rhymes	Poster/ cut out
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN	Have learne that relate t	ers to sing songs and recite rhymes to the lesson.	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN	Have learne that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate the relate that relate that relate that relate the relate that relate that relate the relate that relate that relate the relate the relate that relate the relate that relate the relate the relate that relate the relate the relate that relate the relate t	ers to sing songs and recite rhymes to the lesson. arget letter-sound for the week to	Poster/ cut out
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	Have learned that relate to the strength of th	ers to sing songs and recite rhymes to the lesson. arget letter-sound for the week to ave learners identify words	Poster/ cut out picture
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	Introduce to learners. H beginning w	ers to sing songs and recite rhymes to the lesson. arget letter-sound for the week to ave learners identify words with the letter-sound for the week	Poster/ cut out picture Cut out shapes, big
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	Introduce to learners. H beginning we sound at differences.	ers to sing songs and recite rhymes to the lesson. arget letter-sound for the week to ave learners identify words with the letter-sound for the week earch for words with the letter	Poster/ cut out picture Cut out shapes, big books, counters,
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Introduce to learners. H beginning we sound at diff and the end	ers to sing songs and recite rhymes to the lesson. arget letter-sound for the week to ave learners identify words with the letter-sound for the week earch for words with the letter fferent position- beginning, middle ding sound. E.g. dada – the ound is /d/ and /wind/ the sound	Poster/ cut out picture Cut out shapes, big

the air, on other flat surfaces and write it boldly in their writing/exercise books.

Read sentence strips to learners and have them identify words that begins with the

letter-sound of under study.

	Have learners design the given letter using pebbles, shells, etc. and talk about their designs	
	Assessment: let learners identify the location of individual sounds in a given word	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday		SUB STRAND: MY CULTURAL VALU	JES
CLASS: KG 1			
CONTENT STANDARD:		INDICATORS : K1.3.2.1.5	
Demonstrate understagood manners that our	_	PERFORMANCE INDICATOR:	
values and why they va		Learners can practice using the m	ore than and less than
		concept and their signs to compare different items that learners like and don't like	
CORE COMPETENCE: C	ommunicatio	n and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
(Preparing the Brain for Learning)			
PHASE 2: MAIN	Have learne	ers talk about their likes and	Poster/ cut out
40MINS	dislike. Using "Think-Pair share", picture		picture
(New Learning		ers enumerate behaviours they use that they dislike using shells,	Cut aut abanca his
Including	nebbles, sticks, etc.		Cut out shapes, big books, counters,
Assessment)			crayons
	signs for the	earners to using the mathematical e "more than" [<] and "less than" problems. Extend the activities objects.	

	Assessment: let learners use the more than and less than signs to compare different items that learners like and don't like	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK THREE

WEEKLY LESSON PLAN FOR KG 2- WEEK THREE

Name of School.....

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Monday	SUB STRAND: MY NATIONAL AND CIVIC VALUES
CLASS: KG 2	
CONTENT STANDARD : K2.3.3.1	INDICATORS: K2.3.2.1.1 K2.3.3.1.2
Demonstrate understanding of the values and virtues we need to	PERFORMANCE INDICATOR:
exhibit as Ghanaian learners.	Learners can brainstorm good behaviours and
	acceptable practices that we should exhibit as Ghanaian learners.
	Learners can use illustrations on the cover page and title
	of Big book to make predictions and answer simple story
	map questions about the text.
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
1111/02/2010/11/01		neso onces
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Follow basic procedures of the community	Poster/ cut out
40MINS	circle time (as in K2.1.1.1.1) and introduce the theme for the week.	picture
(New Learning		
Including	Display a conversational poster related to the theme, have learners observe the pictures	Cut out shapes, big
	and share their thoughts freely about good	books, counters,
Assessment)	behaviours and acceptable practices that we should exhibit as Ghanaian learners.	crayons
	Put learners in small groups and have them	
	dramatize appropriate behaviour in society.	
	E.g. greeting when you meet someone.	
	Showing hospitality to foreigners and using	
	please when requesting for assistance.	

	Have learners predict what the story will be using the cover picture and title of the big book. Read aloud the narrative story related to the theme (On Kwame Nkrumah) and use the Story Map strategy (follow procedure as in Appendix 1 K2.3.2.1.3). Assessment: Learners answer the story map questions. E.g. What is the setting of the story? who are the characters? what is the problem in the story? what did the character(s) do to solve the problem? How was the problem solved?	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS		
(Learner and		
Teacher)		

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Tuesday	
CLASS: KG 2	SUB STRAND: MY NATIONAL AND CIVIC VALUES
CLASS: KG 2	
CONTENT STANDARD: K2.3.3.1	INDICATORS: K2.3.3.1.3
Demonstrate understanding of the	
values and virtues we need to	PERFORMANCE INDICATOR:
exhibit as Ghanaian learners.	Learners can use new vocabulary acquired to create
	their own drama on how to show themselves as patriotic
	citizens of their country.
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain for Learning)		
PHASE 2: MAIN	Discuss what it means to be a good citizen	Poster/ cut out
40MINS	and list civic values that patriotic citizen exhibit.	picture
(New Learning	Guide learners to use the words acquired	Cut out shapes, big
Including	to create short drama.	books, counters,
Assessment)	Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner.	crayons
	 Ask learners why we should respect the National Anthem and the pledge.	
	Assessment: let learners use the words acquired to perform a short drama on how to show themselves as patriotic citizens of their country	

PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: : VALUES AND BELIEFS	
DAY: Wednesday		
	SUB STRAND: MY NATIONAL AND CIVIC VALUES	
CLASS: KG 2		
CONTENT STANDARD : K2.3.3.1	INDICATORS: K2.3.3.1.4	
Demonstrate understanding of the		
values and virtues we need to	PERFORMANCE INDICATOR:	
exhibit as Ghanaian learners.	Learners can identify the letter-sound learnt for the	
	week in words related to the theme and write the letter	
	and key word boldly and legibly in their books.	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and		

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.	Poster/ cut out
40MINS	☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the	picture
(New Learning	week.	
Including		Cut out shapes, big books, counters,
Assessment)	Assessment: let learners identify the lettersound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.	crayons
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: : VALUES AND BELIEFS	
DAY : Thursday		SUB STRAND: MY NATIONAL AND CIVIC VALUES	
DAT. Mursuay		JOB STRAND. WIT NATIONAL AND CIV	NO VALUES
CLASS: KG 2	V2 2 2 4	INDICATORS 1/2 2 2 4 F	
CONTENT STANDARD : Demonstrate understa		INDICATORS: K2.3.3.1.5	
values and virtues we r	J	PERFORMANCE INDICATOR:	
exhibit as Ghanaian lea	rners.	Learners can recognize and talk alworks of our country.	oout some national art
		n and collaboration (CC) Personal C ration (CI) Critical Thinking and Prob	•
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10		rs to sing songs and recite rhymes	
MINS	that relate to the lesson.		
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN			Poster/ cut out
40MINS	flag of Ghana.		picture
(New Learning	② Let learners draw and colour or paint the flag of Ghana.		
Including	nag or Grian	ia.	Cut out shapes, big
Assessment)			books, counters, crayons
	Assessment: Let learners draw and colour or paint the flag of Ghana		
PHASE 3:	Poviou loss	on with Loarnors by singing songs	
	Review lesson with Learners by singing songs in relation to it		
REFLECTION 10MINS	2.2		
(Learner and			
Teacher)			

DATE:	STRAND: : VALUES AND BELIEFS		
DAY: Friday			
	SUB STRAND: MY NATIONAL AND CIVIC VALUES		
CLASS: KG 2			
CONTENT STANDARD : K2.3.3.1	INDICATORS: K2.3.3.1.6		
Demonstrate understanding of the			
values and virtues we need to	PERFORMANCE INDICATOR:		
exhibit as Ghanaian learners.	Learners can Recognize and describe some simple repeating		
	nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).		
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and			

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Guide learners to identify the numbers on	Poster/ cut out
40MINS	cards, arrange them and let them continue	picture
42.	the pattern you started. E.g. 1,3 5, 7	
(New Learning		Cut out change his
Including	Assessment: let learners identify patterns and	Cut out shapes, big books, counters,
Assessment)	arrange numeral cards in a particular order	crayons
,	and read.	,
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO BASIC ONE WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC ONE

Name of School.....

Week Endi	ng			
Class		One		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning In	g Indicator(s) B1.1.6.1.4. B1.2.3.1.1. B1.4.4.1.1. B1.5		B1.4.4.1.1. B1.5.4.1.2	
		B1.6.1.1.1.		
Performance Indicator		Learners can use a wide va	Learners can use a wide variety of words to describe	
		different situations and events		
		Learners can use common	rhyming endings to decode	
		simple words		
		Learners can draw simple p	pictures of peers or various	
		objects and use invented spelling to write about		
		oneself		
		Learners can use the present tense of verbs to express		
		the present state of things or situations		
		Learners can read a variety of age – appropriate books		
		and texts from print		
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwritin		
on a manila card and a class library.		s library.		
Core Comp	etencies: Creativity and Inn	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
		ı		
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	Use a conversational	today?	
	rhymes	poster on different		
		situations/events. • Have learners think-pair-	Ask learners to	
		share, looking at the	summarize the main	
		various illustrations on the	points in the lesson	
		poster.		
		Have them use		
		expressions learnt and		
		other new ones to		

		describe the situations and events. Have learners, working in groups, role-play the situations and events on the poster. Assessment: let learners use a wide variety of words to describe different situations and events	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Introduce learners to simple word formation using the phonic slide to change the sound at the initial, medial and final positions of words, e.g. pat, mat, fat. • Have learners build on these rhyming endings. • In groups, let learners read out their words. • Have learners form sentences with these rhyming words.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use common rhyming endings to decode simple words	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Have a picture of a friend or anybody and write at least three lines about the person. Paste this in a corner of the class. Have a chart of various objects labelled (e.g. objects at home in, the	What have we learnt today? Ask learners to summarize the main points in the lesson

		environment etc.) and post them on the walls of the classroom. • Have learners go round to observe the pictures. • In groups, let learners share their observations. . Assessment: let learners draw and label three objects of their choice.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE • Introduce the activity and demonstrate it. • Guide learners with questions to describe the state of given things or situations, e.g. My bag is red Assessment: let learners use the present tense of verbs to express the present state of things or situations	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 book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs,	What have we learnt today? Ask learners to summarize the main points in the lesson

	and provide support and encouragement	
	Assessment: let learners read a variety of age – appropriate books and texts from print	

Week Ending		
Class	one	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B1.1.2.3.1	
Performance Indicator	Learners can use strategies for solving basic addition	
	facts (and related subtraction fact) to 10	
Strand	NUMBER	
Sub strand	Number Operations (Addition, Subtraction,	
	Multiplication and Division	
Teaching/ Learning Resources	Counters	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal

Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and

Problem Solving.

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	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	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	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.	Naming the number that is 1 more, 2 more, 1 less, or 2 less than a number given by the teacher or another pupil (for numbers up to 20 only)	Review the lesson with Learners Assessment: have learners to practice with more examples

Thursday	Sing songs like:	Naming the double of a	Review the lesson with
		number to 10	Learners
	I'm counting one, what		
	is one		Assessment: have
			learners to practice with
			more examples
Friday	Sing songs like:	Naming the double of a	Review the lesson with
		number to 10	Learners
	I'm counting one, what		
	is one		Assessment: have
	1 - One is one alone,		learners to practice with
	alone it shall be.		more examples
	2 - Two pair, two pair		

Week Ending		
Class	one	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B1.2.1.4.2	
Performance Indicator	Learners can demonstrate the existence of air in th	
	environment	
Strand	DIVERSITY OF MATTER	
Sub strand	CYCLES	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	• Engage learners in a number of games/ fun activities that demonstrate the existence	
		of air, e.g. waving a piece of paper across the face, leaving inflated balloons in an open space, watching a hoisted flag, observing the leaves of a plant in the school, closing their mouths and then taking a deep breath, asking learners to fan themselves or sit in front of a working fan. • Learners talk about their observations in each case, Assessment: let learners explain what causes the leaves and hoisted flag to move.	summarize the important points of the lesson

Thursday	Engage learners to sing	Ask learners to outline	What have we learnt
marsaay			
	songs and recite familiar	uses of air in their lives.	today?
	rhymes	e.g. whistling, blowing of	
		trumpets, flying kites,	Ask learners to
		sailing of boats, breathing,	summarize the important
		etc.	points of the lesson
		Summarise the lesson by	
		explaining to learners that	
		air is everywhere	
		Assessment: let learners	
		demonstrate the existence	
		of air in the environment	

Week End	iiiig		
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	ndicator(s)	B1 2.1.1.1:	
Performa	nce Indicator	Learners can name the three main types of worship	
		Ghana	
Strand		Religious Practices and their Moral Implications	
Sub stran	d	Religious Worship in the Three Major Religions in	
		Ghana	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)
		, ,	
Friday	(Preparing The Brain	, ,	
Friday	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	(Preparing The Brain For Learning) Engage learners to sing	Assessment) Let learners role play the	(Learner And Teacher) What have we learnt
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Let learners role play the act of worship in the three	(Learner And Teacher) What have we learnt
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Let learners role play the act of worship in the three	(Learner And Teacher) What have we learnt today?
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Let learners role play the act of worship in the three	(Learner And Teacher) What have we learnt today? Ask learners to
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Let learners role play the act of worship in the three	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Let learners role play the act of worship in the three main religions in Ghana	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main

Week Ending		
Class	One	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B1.2.3.1.1	
Performance Indicator	Learners can explain role of Dr J. B. Danquah in linking	
	the civilisations of the ancient Ghana Empire to the	
	Akan of the forest region of Ghana	
Strand	My Country Ghana	
Sub strand	How Ghana Got Its Name	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners describe the role of Dr J. B. Danquah	
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners describe role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana	

Week End	g		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B1.1.3.1.1	
Performa	nce Indicator	Learners can march to a beat (rhythm)	
Strand		Motor Skills and Movement Patterns	
Sub stran	d	Locomotor, Manipulative A	nd Rhythmic Skills
Teaching,	/ Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	After warm ups,	What have we learnt
	demarcated area in files	demonstrate marching to	today?
	while singing and	a beat such as clapping,	
	clapping to warm-up the	music (one-one, one-one,	Use answers to
	body for maximal	etc.). Emphasis on left foot	summarise the lesson.
	performance and to	forward and right arm	
	prevent injuries	forward alternated	
		movement. Give learners	
		enough time to practice	
		with the beat as	
		individuals and as a group	
		but allow them to	
		progress at their own	
		pace. Observe and give	
		corrective feedback.	
		Organise marching and	
		take a salute for fun and	
		enjoyment. End the lesson	
		with cool down activities	
		1	

Week Endi	ng		
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning In	ndicator(s)	B1.3.1.1.1	
Performan	ce Indicator	Learners can explore the main types of worsh	
		Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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	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 songs and recite familiar rhymes	Show pictures, video clips, etc. of people worshipping, among the three main religions in Ghana - Christian worship - Islamic worship - Traditional worship Assessment: Learners role play the act of worship in the three main religions in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners sing and recite texts from the three main religions. - The Lord's Prayer, Psalm 23 (Christian) - Al-Fathiha (Islamic) - Any recital from the traditional religion-sacred myths, riddle, proverbs,	What have we learnt today? Ask learners to summarize the main points in the lesson

etc. (Traditional)

	Assessment: let learners recite texts from the three main religions.	
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Week Endin	g		
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	B1 1.2.2.2	
Performance		Learners can develop ide	as for making own visual
		artworks that express ow	n understanding of visual
		artworks produced or found in the local community	
Strand		VISUAL ARTS	
Sub strand		Planning, Making and Com	oosing
Teaching/ Le	earning Resources	Pictures	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② develop own ideas on	today?
	rhymes	the nature of visual	
		artworks produced or found in the local	Ask learners to
		community (e.g. clay pots,	summarize the main
		baskets, carvings, beads);	points in the lesson
		make decisions on	
		tools, materials and visual	
		arts making methods that	
		are suitable for making	
		those artworks;	
		A	
		Assessment: let learners mention their ideas for	
		making own visual	
		artworks	
Wednesday	Engage learners to sing	Learners are to	What have we learnt
	song	plan how the choice of	today?
	s and recite familiar	artworks will be made to	
	rhymes	express the history and	Ask learners to
		culture/way of life of	summarize the main
		people in the local	points in the lesson
		community;	

I make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.	
Assessment: let learners mention their ideas for making own visual artworks	

Learning Ir	Learning Indicator (s) (Ref. No.) B1.1.8.1.1 Produce what the story is about and answer		
		simple questions on the story	
		B1.1.9. 1.1. Recognise and use the question words "what	
		and "who".	
		B1.1.9.1.2 Recognise and use the question words "where" and "when".	
Performan	ce Indicators		ould produce what the story
Periorillari	ce marcators		nple questions on the story
			•
		 The learner should recognise and use the question words "what" and "who 	
		•	uld recognise and use the
		question words "where	_
Week Endi	ng		
Reference		Ghanaian Language curriculur	n
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, recorde	ed audios visual
Core Comp	petencies: Communication	on and collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And Teacher)
	(Preparing The Brain		
	For Learning)		
	Engage leaners to	Show a movie to learners.	What have we learnt
	sing songs and recite	Lead learners through	today?
	familiar rhymes	discussion to tell them what	
		the story is about.	
		Tell learners an interesting	
		story.	
		Ask learners questions	
		about the story and let them	
		answer.	
		Write some of the key	
		words in the story on the	
		board and some of the	
		answers also on the board.	
		Read them aloud for	
		learners.	

	Assessment: What is the story about? Mention a character in a story.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?
	Assessment: let learners use the question words "what" and "who" in sentences	Review the lesson with learners
Engage leaners to sing songs and recited familiar rhymes		What have we learnt today?
	 Ask learners questions to find out if they can recognise when to use question word. "What?" and "who?" Assessment: Ask learners to say a sentence each using the question words. 	Review the lesson with learners

TERM TWO BASIC TWO WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC TWO

Name of School.....

Week Endi	ng		
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Indicator(s)		B2.1.6.1.3. B2.2.6.1.4.	B2.4.5.1.1. B2.5.4.1.1
		B2.6.1.1.1	
Performance Indicator		Learners can talk about things and places in their	
		homes	
		Learners can use dictionaries and glossaries to clarify	
		meaning of words	
		Learners can write simple sentences to express	
		feelings Learners can use the simple present tense to expre	
		habitual actions	
		Learners can read a variety of age and le	
		appropriate books and texts from print and non-pri	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
. ,		on a manila card and a class	s library.
	etencies: Creativity and Inr	on a manila card and a class novation Communication and	<u> </u>
Core Comp	<u>-</u>		d Collaboration Personal
Core Comp	<u>-</u>	novation Communication and	d Collaboration Personal
Core Comp	<u>-</u>	novation Communication and	d Collaboration Personal
Core Comp	ent and Leadership Critical	novation Communication and Thinking and Problem Solvin	d Collaboration Personal g.
Core Comp	ent and Leadership Critical PHASE 1: STARTER 10	Thinking and Problem Solvin PHASE 2: MAIN 40MINS	d Collaboration Personal g. PHASE 3: REFLECTION
Core Comp	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Comp Developme 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)
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of important places in their	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of important places in their community, such as the	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of important places in their community, such as the chief's palace, the market,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Ask learners to name things and places in their homes and say what happens at those places. • Show pictures of important places in their community, such as the	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main

		share ideas or views with the person sitting next to them. • Put learners into groups to talk about their pictures. • Rotate the pictures until each group has had its turn to talk about all the pictures. Assessment: let learners talk about things and places in their homes	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Introduce learners to the use of picture dictionaries and glossaries. • Have learners use guide words to find meaning of words used Assessment: let learners use dictionaries and glossaries to clarify meaning of words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Put learners in groups to share their feelings. • Let each one write, at least, one sentence to express a feeling, e.g. "I am happy." Assessment: let learners write simple sentences to express feelings	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing	D.WRITING	What have we learnt
marsaay	songs and recite familiar	CONVENTIONS AND	today?
	rhymes	GRAMMAR USAGE	today.
			Ask learners to
		Tell learners some of the	summarize the main
		things you do daily in	points in the lesson
		short and simple	
		sentences. e.g. I read	
		stories every day.	
		 Create situations for 	
		learners to use the	
		structure. e.g.	
		i. simple truths – Lemons	
		are sour.	
		ii. interest – I like playing	
		football.	
		iii. feelings – I am happy.	
		iv. opinions – He is a good	
		teacher.	
		 Introduce drills for 	
		learners to have practice.	
		 Put learners into small 	
		groups to discuss given	
		topics, using the	
		structures	
		Assessment: let learners	
		use the simple present	
		tense to express habitual	
		actions	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Use the Author's chair to	today?
	rhymes	introduce the reading/	
		library time.	Ask learners to
		 Have a variety of age 	summarize the main
		and level-appropriate	points in the lesson
			אסווונט ווו נווכ וכטטטוו
		books for learners to	
		make a choice.	
		 Introduce narratives, 	
		pop-up and flip-the-page	
		texts to learners.	
		 Introduce e-books to 	
		learners, if available.	
	1	,	

	• For each reading session, guide learners to select books	
	Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print	

Week Endin	g			
Class	ass Two			
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Ind	licator(s)	B2 1.2.2.2		
Performance	e Indicator	Learners can make decisio	ns to create own artworks	
		from imagination, based or	n visual artworks produced	
		or found in other communi	ties in Ghana	
Strand		VISUAL ARTS		
Sub strand		Planning, Making and Com	posing	
Teaching/ Le	earning Resources	Pictures		
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal	
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners are to:	What have we learnt	
	songs and recite familiar	experiment with carefully	today?	
	rhymes	selected materials and		
		tools to learn about their	Ask learners to	
		usefulness for designing	summarize the main	
		and making visual	points in the lesson	
		artworks;		
		Assessment: let learners		
		create own artworks from		
		imagination,		
Wednesday	Engage learners to sing	Learners are to:	What have we learnt	
weanesday	songs and recite familiar	explore and experiment	today?	
	rhymes	with available tools,	today.	
	yes	materials, resources and	Ask learners to	
		techniques to plan for	summarize the main	
		making specific artworks	points in the lesson	
		that represent visual		
		artworks made in other		
		Ghanaian communities.		
		Assessment: let learners		
		create own artworks from		
		imagination		

Week Ending		
Class	Two	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B2.1.2.4.3	
Performance Indicator	Learners can Solve one-step and multi-step word	
	problems involving addition and subtraction within 100	
	using a variety of strategies based on place value,	
	including algorithms	
Strand	NUMBER	
Sub strand	Counting, Representation, Cardinality & Ordinality	
Teaching/ Learning Resources	Counters	

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

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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:	Yaw has 32 books. Aisha	Review the lesson with
		added 13 more books to	Learners
	I'm counting one, what	Yaw's books. How many	
	is one	books do they have	Assessment: have
	1 - One is one alone,	altogether?	learners to practice with
	alone it shall be.		more examples
Tuesday	Sing songs like:	Yaw has 32 books. Aisha	Review the lesson with
		added 13 more books to	Learners
	I'm counting one, what	Yaw's books. How many	
	is one	books do they have	Assessment: have
	1 - One is one alone,	altogether?	learners to practice with
	alone it shall be.		more examples
Wednesday	Sing songs like:	Mr. Haruna gave 45 books	Review the lesson with
		to Yaa' She gave 11 of the	Learners
	I'm counting one, what	books to her sister. How	
	is one	many books are left?	

	1 - One is one alone,		Assessment: have
	alone it shall be.		learners to practice with
			more examples
Thursday	Sing songs like:	Mr. Haruna gave 45 books	Review the lesson with
		to Yaa' She gave 11 of the	Learners
	I'm counting one, what	books to her sister. How	
	is one	many books are left?	Assessment: have
	1 - One is one alone,		learners to practice with
	alone it shall be.		more examples
Friday	Sing songs like:	Araba needs 8 Ghana cedis	Review the lesson with
		to buy exercise books. She	Learners
	I'm counting one, what	has only 5 Ghana cedis.	
	is one	How much money does	
	1 - One is one alone,	she need in order to buy	Assessment: have
	alone it shall be.	the books?	learners to practice with
	2 - Two pair, two pair		more examples

Week Ending	
Class	Two
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B2.3.1.1.1
Performance Indicator	Learners can know the functions of the human body
	parts such as eyes, ears, mouth, nose, arms, legs and
	hands
Strand	SYSTEMS
Sub strand	THE HUMAN BODY SYSTEMS
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners in a pair share	What have we learnt
	songs and recite familiar	activity observe their	today?
	rhymes	friends critically and talk	
		about the parts they see.	Ask learners to
		Engage learners to	summarize the important
		watch an animated video	points of the lesson
		or listen to an animated	
		song or show a picture of	
		the parts of the human	
		body. (Head, neck, eyes,	
		nose, mouth, stomach,	
		legs).	
		 Learners talk about the 	
		song or biological uses of	
		the human body in pairs	
		and discuss the uses of the	
		parts of the body.	
		• In groups, learners	
		brainstorm and talk about	
		what will happen if some	

			I
		parts of the body are	
		absent or not working	
		well.	
		• Learners to present and	
		explain their group ideas	
		orally and/or by writing.	
		Assessment: let learners	
		identify the functions of	
		the human body parts	
		such as eyes, ears, mouth,	
		nose, arms, legs and	
		hands	
Thursday	Engage learners to sing	Write the main biological	What have we learnt
Titursuay		functions of the human	
	songs and recite familiar		today?
	rhymes	body parts being	
		discussed.	Ask learners to
			summarize the important
		Assessment: let learners	points of the lesson
		draw and colour any two	
		parts of the body.	

Week En	ding		
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B2 2.1.1.2:	
Performa	nce Indicator	Learners can sing and recite	simple texts from the three
		main religions in Ghana.	
Strand		Religious Practices and the	ir Moral Implications
Sub stran	ıd	Religious Worship in the Th	ree Major Religions in
		Ghana	
Teaching,	/ Learning Resources	Pictures	
	npetencies: Creativity and Ini		
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	Lead learners to mention	What have we learnt
	songs and recite familiar	popular religious songs	today?
	rhymes	and recitations in the	
		three main religions in	Ask learners to
		Ghana.	summarize the main
		Let learners sing or	points in the lesson
		recite some simple verses	
		from the Bible or Quran	
		and some sayings from	
		the oral tradition The	
		Lord's Prayer (Christian) -	
		Al-Fãtihah (Islam) -	
		Traditional prayer (ATR)	
		Assessment: let learners	
		sing and recite simple	
		texts from the three main	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.4.1.1	
Performance Indicator	Learners can discuss the history of Ghana's major	
	historical locations. Examples include Kumasi military	
	museum, Komfo Anokye Sword, Assin Manso slave site,	
	Gbewa Palace	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

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	Retell the history of these major historical locations in Ghana Assessment: let learners narrate the history of Ghana's major historical locations.	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	Retell the history of these major historical locations in Ghana Assessment: let learners narrate the history of Ghana's major historical locations.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ling		
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference	!	PE curriculum Page	
Learning I	ndicator(s)	B2.1.3.1.1	
Performa	nce Indicator	Learners can demonstrate	balance on the ground and
		on objects, using bases of su	ipport other than both feet
Strand		Motor Skill And Movement	Patterns
Sub stran	d	Locomotor, Manipulative a	nd Rhythmic Skills
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners warm up by	What have we learnt
	demarcated area in files	doing knees boxing.	today?
	while singing and	Demonstrate balance on	
	clapping to warm-up the	the ground by sitting on	Use answers to
	body for maximal	the ground, raise your feet	summarise the lesson.
	performance and to	off the ground and	
	prevent injuries	support the trunk with	
		your hands for learners to	
		observe. Sit on a chair and	
		lift your feet off the	
		ground guide learners to	
		identify the chair as the	
		base of support. Learners	
		identify others and	
		practice them as	
		individuals as well as give	
		support to others	
	1	i	l

Week Endir	ng		
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In	dicator(s)	B2.3.1.1.1	
Performano	e Indicator	Learners can explain the im	portance of worship
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Persona
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 songs and recite familiar rhymes	Take learners to a place of worship such as the church, mosque or the shrine to observe the mode of worship or show pictures videos of the various modes of worship	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners explain the importance of worship	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners explain the importance of worshi	

Learning Indicator (s) (Ref. No.)		B2.1.8.1.1 Recount what a story is about and answer	
3		simple questions on the story.	
		B2.1.8.1.2 Explain the meaning of some key words in	
		the story.	
		B2.1.9.1.1 Recognise and us	se the guestion words.
		"what", "who", "where", "v	•
Performa	nce Indicators	The learner	should recount what a
		story is about and a	nswer simple questions on
		the story.	
		• The learner s	should explain the meaning
		of some key words i	-
			should recognise and use
		the question words, "when."	"what", "who", "where",
Week End	ding	Wilch	
Reference	е	Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching	/ Learning Resources	Manila cards, markers, recorded audios visual	
Core Com	npetencies: 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	 Revise the lesson on 	What have we learnt
	songs and recite	learners' experiences at	today?
	familiar rhymes	the market, school and	
		palace.	
		 Tell an interesting story 	
		or show a movie of a short	
		story.	
		 Lead learners to discuss 	
		the story or movie.	
		• Let learners tell what the	
		story is about.	
		Assessment:	
			Review the lesson with
		What is the story about?	learners
		Mention a character in the	
		story.	

songs a	leaners to sing nd recite rhymes	Where did the story take place? • Write some key words of the story you told. • Let learners discuss the meaning of some of the key words contextually.	What have we learnt today?
		Assessment: let learners explain the meaning of some key words in the story	Review the lesson with learners
songs a	leaners to sing nd recite rhymes	,	What have we learnt today? Review the lesson with learners
		"what", "who", "where", "when" to form sentences.	

TERM TWO BASIC THREE WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC THREE

Name of School.....

Week Endi	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n 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	
Performance Indicator		talk about differe values B. Learners can Use kn suffixes to interpret C. Learners can Select (e.g. Myself), brains writing D. Learners can Use th of verbs to describe time of speaking E. Learners can Read	to a topic on familiar themes storm and organise before he present continuous form actions taking place at the a variety of age and level-
Tanahina/	l a a mailir a Dana a mana	appropriate books and summarise them Word cards, sentence cards, letter cards, handwriting	
reaching/	Learning Resources	·	•
Coro Comp	votancias: Craativity and Inn	on a manila card and a class novation Communication and	<u> </u>
-		Thinking and Problem Solvin	
Bevelopine	site and Leadership Circlear	Thinking and Frobicin Solvin	b '
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 Using conversational posters on different customs and cultural practices, let learner's think-pair- share, looking at the various illustrations on the poster. • Have them use expressions learnt and	What have we learnt today? Ask learners to summarize the main points in the lesson

		other new case to tell.	
		other new ones to talk	
		about the customs and	
		cultural practices.	
		 Let learners, in groups, 	
		role-play the customs and	
		cultural practices on the	
		poster.	
		Assessment: let learners	
		use a wider variety of	
		words to talk about	
		different customs and	
		cultural values	
Tuesday Engage le	arners to sing	B.READING	What have we learnt
, , ,	l recite familiar	Guide learners to Use	today?
rhymes		knowledge of prefixes and	,
		suffixes to interpret	Ask learners to
		unfamiliar words	summarize the main
			points in the lesson
		Assessment: let learners	
		use knowledge of prefixes	
		and suffixes to interpret	
		unfamiliar words	
	arners to sing	C. WRITING	What have we learnt
_	l 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.	
		WITE OIL, C.K. IVIV SCHOOL.	
		 In groups, let learners 	
		• In groups, let learners discuss their ideas.	
		 In groups, let learners 	

		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. • Guide learners to select books for readings Assessment: let learners read a variety of age and	What have we learnt today? Ask learners to summarize the main points in the lesson

	level-appropriate books	
	and summarise them	

Week Ending		
Class	Three	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B3.1.2.5.1	
Performance Indicator	Learners can Represent and explain multiplication using equal groupings	
Strand	NUMBER	
Sub strand	Number Operations	
Teaching/ Learning Resources	Counters	

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

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

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

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Begin this activity by	What have we learnt
	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	What have we learnt today? Ask learners to summarize the important points of the lesson
		explain what made the seeds germinate in set-up A.	

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

	show locations of some landmarks	

Week Ending		
Class	Three	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B3.2.2.1.2	
Performance Indicator	Learners can name some of the items exchanged	
	among the various groups	
Strand	My Country Ghana	
Sub strand	Inter-Group Relations	
Teaching/ Learning Resources	Pictures	
1		

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain the medium of exchange	What have we learnt today?
		Assessment: let learners name some of the items exchanged among the various groups	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Explain the medium of exchange	What have we learnt today?
		Assessment: let learners name some of the items exchanged among the various groups	Ask learners to summarize the main points in the lesson

Week End	ding		
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning Indicator(s)		B3.1.3.1.1	
Performa	nce Indicator	Learners can Clap, sing and	dance to a rhythm
Strand		MOTOR SKILL AND MOVEM	
Sub stran	<u>ld</u>	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching	/ Learning Resources	Cones	
Core Com	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	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	
1		1	

Week Ending	
Class	Three
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B3 2.1.1.2:
Performance Indicator	Learners can give reasons for studying the sacred
	scriptures of the three major religions among their
	followers
Strand	Religious Practices and their Moral Implications
Sub strand	Religious Worship in the Three Major Religions in
	Ghana
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners 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	
		the three major religions	
		among their followers	

Week Endi	ng		
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.2.2.2	
Performan	ce Indicator	Learners can plan to cr	eate own artworks that
		represent visual artworks p	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 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② experiment with	today?
	rhymes	available tools, materials,	
		resources and techniques	Ask learners to
		based on an assigned task	summarize the main
		to determine their nature	points in the lesson
		and suitability for	
		designing and making	
		visual artworks;	
		cut and organise various	
		coloured objects from	
		natural and manmade	
		sources (e.g. shells, sand,	
		seeds, bamboo twigs,	
		fibres, fabric, paper,	
		beads, yarns) to create	
		pictorial images having	
		backgrounds, image	

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

Learning Indicator (s) (Ref. No.)		B3.1.8.1.1 Recount what the story is about and	
(1)		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	
		"where" and" when"	is on, uno, unac,
Performa	nce Indicators	The learner	should recount what the
		story is about and a	
		•	should explain the meaning
		of key words and given	ve simple summary of a
		short text.	
			should answer questions
Mook End	lina	on, 'who", "what", '	"where" and" when"
Week End		Ghanaian Language curric	ulum
	:	5 5	
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	 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	
	Engago lagrage to store	a Load loama and to alice a	What have well-such
	Engage leaners to sing songs and recite	• Lead learners to sing a	What have we learnt today?
	familiar rhymes	song.	today:
	ranniai mymes	• Read a story.	

		Let learners read the	
			Review the lesson with
		story as a group and in turns.	learners
		Write the key words in	learners
		-	
		the story on the board.	
		Use keywords from the story in different contexts.	
		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	o sing	-	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	
II .			
		question words. "what",	
		question words. "what", "who"," where"," when".	
		•	
		"who"," where"," when".	

	Assessment: let learners answer questions on, 'who", "what", "where" and" when	

TERM TWO BASIC FOUR WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC FOUR

Name of School.....

Week Endi	ng		
Class	Four		
Subject ENGLISH LANGUAGE			
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.6.3.3. B4.2.6.3.	2 B4.3.3.1.1
		B4.4.9.3.1 B4.5.4.1	.3 B4.6.1.1.1.
Performance Indicator		A. Learners can ask relevant questions to find out	
		the opinion of others about a given topic	
		B. Learners can deduce meaning of words from	
		how they relate to one another	
		C. Learners can identify and use different types	
		of pronouns	
		D. Learners can revi	ew and revise the one-
		paragraph draft taking out irrelevant details	
		E. Learners can use the present perfect form of	
		verbs to relate past events to the present	
		F. Learners can read	a variety of age- and level
		appropriate books and present a-two-	
		paragraph summary of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
-		ovation Communication an	
Developme	ent and Leadership Critical 1	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)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Demonstrate the activity	today?
	rhymes	using a familiar topic. • Learners ask and	Addanas
		answer questions for	Ask learners to
		clarification about what	summarize the main
		ciarineation about what	points in the lesson

		other learners say on a given topic. Assessment: let learners ask relevant questions to find out the opinion of others about a given topic	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Reverse the meaning of the terms using examples. • Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms. • Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary. Assessment: let learners match words with their synonyms/antonyms.	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.GRAMMAR Interrogative pronouns – Who, What, Where, etc. • Introduce interrogative pronouns with several examples in context. • Provide a passage and have learners identify interrogative pronouns. Assessment: Let learners use interrogative pronouns in sentences.	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 Have pupils revise their first draft. Ask them to set aside their first draft for a while	What have we learnt today?

		and return to it to read over slowly and critically, and reread it several times. • 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. Do all the sentences say something about the topic? Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details	Ask learners to summarize the main points in the lesson
Friday		E.WRITING CONVENTION Learners in pairs plan what they will do during the next weekend. • They put their plan into writing using modal auxiliaries Assessment: let learners use the present perfect form of verbs to relate past events to the present	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers.	Have learners to tell what they read to the whole class

 Ask each learner to 	
write a-two-paragraph	
summary of the book	
read.	
 Invite individuals to 	
present their work to the	
class for feedback	
Assessment: let learners	
read a variety of age- and	
level appropriate books	
and present a-two-	
paragraph summary of	
each book read	

Week Endi	ng		
Class		Four	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning In	dicator(s)	B4.1.3.1.2 B4.1.3.1.3	
Performance Indicator		Learners can Recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD). Learners can Find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors)	
Strand		Number	
Sub strand		Fractions	
Teaching/ Learning Resources		Counters	
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	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 pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions $\frac{1}{3} = \frac{1}{6} \left \frac{4}{8} \right = \frac{2}{2} \left \frac{2}{6} \right = \frac{12}{12}$ $\frac{4}{12} = \frac{2}{3} \left \frac{2}{4} \right = \frac{1}{8} \left \frac{1}{3} \right = \frac{12}{12}$	Review the lesson with Learners Assessment: have learners to practice with more examples

		$\frac{3}{4} \qquad \frac{\square}{8} \qquad \frac{\square}{12}$	
Tuesday	Sing songs like:	To determine the equivalent	Review the lesson
		fractions of given fractions, find	with Learners
	I'm counting one,	the Lowest Common	
	what is one	Denominator (LCD) and use this	
	1 - One is one alone,	to express the equivalent	Assessment: have
	alone it shall be.	fractions that are comparable	learners to practice
			with more examples
Wednesday	Sing songs like:	Use pictorial representations to	Review the lesson
		illustrate the simplest form of a	with Learners
	I'm counting one,	fraction; e.g. 6/12= 3/6 = ½	
	what is one		
	1 - One is one alone,		Assessment: have
	alone it shall be.	$\frac{}{12} = \frac{}{6} = \frac{}{2}$	learners to practice
		Find the circulate forms of a	with more examples
Thursday	Sing songs like:	Find the simplest form of a given fraction, divide through by	Review the lesson
		the highest common factor	with Learners
	I'm counting one,	÷ 4	A
	what is one	$\frac{8}{12} = \frac{2}{3} \text{ or divide by 2.4.} = \frac{2}{3}$	Assessment: have
		divide by 2° 18 3	learners to practice
			with more examples
Friday	Sing songs like:	Find the simplest form of a	Review the lesson
		given fraction, express the	with Learners
	I'm counting one,	numerator and denominators	
	what is one	as factors and cancel through	
	1 - One is one alone,	common factors.	Assessment: have
	alone it shall be.		learners to practice
		$\frac{8}{12} = \frac{\cancel{\cancel{X}} \times \cancel{\cancel{X}} \times \cancel{\cancel{X}}}{\cancel{\cancel{X}} \times \cancel{\cancel{X}} \times \cancel{\cancel{X}}} = \frac{2}{3}$	with more examples

Week Endi	ing		-	
Class		Four		
Subject		SCIENCE	SCIENCE	
Reference		Science curriculum Page		
Learning Ir	ndicator(s)	B4.3.1.1.1		
Performan	ce Indicator	Learners can know the orga	ans of the digestive system	
		and their functions		
Strand		SYSTEMS		
Sub strand		THE HUMAN BODY SYSTEM	S	
Teaching/	Learning Resources	Pictures		
Core Comp	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal	
Developm	ent and Leadership Critical	Thinking and Problem Solvin	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 videos, pictures and	What have we learnt	
	songs and recite familiar	models of the digestive	today?	
	rhymes	system.		
		Learners keenly observe	Ask learners to	
		the organs of the digestive	summarize the important	
		system.	points of the lesson	
		• Explain to learners the		
		functions of the various		
		organs in the digestive		
		system.		
		A		
		Assessment: let learners		
		draw a diagram of the		
		digestive system and cut		
		out the various parts of		
		the system into flash cards		
Thursday	Engage learners to sing	Learners randomly pick	What have we learnt	
. mar sau y	songs and recite familiar	the parts of the digestive	today?	
	rhymes	system on flashcards.	coady.	
	,	Learners build the	Ask learners to	
		digestive system by	summarize the important	

arranging the parts in an

points of the lesson

orderly manner as they appear in the digestive system. Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards. Assessment: let learners identify the organs of the digestive system and their	
identify the organs of the digestive system and their functions	
Tunctions	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.2.2.1.2.	
Performance Indicator	Learners can recognise the need to preserve living and	
	non-living things in the environment as a responsible	
Strand	ALL AROUND US	
Sub strand	Plants and Animals	
Teaching/ Learning Resources Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving.		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Through group work guide	What have we learnt
	songs and recite familiar	learners to play games	today?
	rhymes	and use specific examples	
		to talk about the	Ask learners to
		importance of living and	summarize the main
		non-living things to	points in the lesson
		humans. e.g.	
		Plants provide oxygen,	
		food, medicine, fuel wood,	
		clothes.	
		Animals provide food,	
		medicine, manure, clothes	
		Assessment: let learners	
		explain the importance of	
		living to humans	
Thursday	Engage learners to sing	Through group work guide	What have we learnt
	songs and recite familiar	learners to play games	today?
	rhymes	and use specific examples	
		to talk about the	Ask learners to
		importance of living and	summarize the main
		non-living things to	points in the lesson
		humans. e.g.	

Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods	
Assessment: let learners explain the importance of non-living things to humans	

		T	
Week End	ling		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	ndicator(s)	B4 2.1.1.3	
Performa	nce Indicator	Learners can differentiate b	petween religious and non-
		religious songs.	
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Worship, Prayer a	nd other Religious
		Practices	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Ask learners to mention	What have we learnt
	songs and recite familiar	songs sung in Ghana.	today?
	rhymes	Let learners	
		differentiate between	Ask learners to
		religious and irreligious	summarize the main
		songs by comparing the	points in the lesson
		lyrics: religious songs	
		express faith in God while	
		non-religious songs	
		portray worldly ideas, etc	
		Assessment: let learners	
		differentiate between	
		religious and non-religious	
		songs.	

Week Ending		
Class	Four	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B4.1.4.1.1	
Performance Indicator	Learners can describe the history of Ghana's major	
	historical locations	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar	Retell the stories behind some of the historical	What have we learnt today?
	rhymes	locations including	today:
	,	Flagstaff house, GBC,	Ask learners to
		Burma camp, Kumasi	summarize the main
		military museum, Komfo	points in the lesson
		Anokye Sword in Kumasi	
		etc	
		Assessment: let learners	
		describe the history of	
		Ghana's major historical	
		locations	
Thursday	Engage learners to sing	Retell the stories behind	
	songs and recite familiar	some of the historical	
	rhymes	locations including	
		Flagstaff house, GBC,	
		Burma camp, Kumasi	
		military museum, Komfo	
		Anokye Sword in Kumasi	
		etc	
		Assessment: let learners	
		describe the history of	

	Ghana's major historical	
	locations	

Week Ending	
Class	four
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B4 1.2.2.2
Performance Indicator	Learners can experiment with available visual arts media and methods to create artworks that express own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities
Strand	Visual Arts
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② explore the local	today?
	rhymes	environment to select	
		available materials and	Ask learners to
		tools that are suitable for	summarize the main
		making visual artworks;	points in the lesson
		study and test the use of	
		available materials and	
		tools by applying	
		appropriate methods and	
		skills:	
		discuss and share their	
		experiences through open	
		discussion and assessment	
		by peers;	
		Assessment: let learners	
		create artworks that	
		express own views	

Engage learners to sing	Learners are to:	What have we learnt
songs and recite familiar	use available materials in	today?
rhymes	the environment to make	
	artworks that look like the	Ask learners to
	visual artworks studied;	summarize the main
	discuss and compare	points in the lesson
	their artworks with the	
	visual artworks studied	
	Assessment: let learners	
	create artworks that	
	express own views	

Week End	ding		
Class	Class Four		
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Learning Indicator(s) B4.1.2.1.2		
Performa	nce Indicator	Learners can Roll smoothly in a backward direction	
		(back roll).	
Strand		MOTOR SKILL AND MOVEM	ENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
DAYS			
DAYS	MINS	(New Learning Including	10MINS
DAYS Friday	MINS (Preparing The Brain	(New Learning Including	10MINS
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning) Learners jog round a	(New Learning Including Assessment) Learners demonstrate	10MINS (Learner And Teacher) What have we learnt
-	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	(New Learning Including Assessment) Learners demonstrate how to roll backwards.	10MINS (Learner And Teacher) What have we learnt
-	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and	(New Learning Including Assessment) Learners demonstrate how to roll backwards. Learners in pair by	10MINS (Learner And Teacher) What have we learnt today?
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the	(New Learning Including Assessment) Learners demonstrate how to roll backwards. Learners in pair by supporting each other to	10MINS (Learner And Teacher) What have we learnt today? Use answers to
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	(New Learning Including Assessment) Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly.	10MINS (Learner And Teacher) What have we learnt today? Use answers to
-	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	(New Learning Including Assessment) Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. Learners must be guided	10MINS (Learner And Teacher) What have we learnt today? Use answers to
	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	(New Learning Including Assessment) Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. Learners must be guided to avoid injuries. Those	10MINS (Learner And Teacher) What have we learnt today? Use answers to

granted the opportunity to demonstrate to their

peers.

Week Endin	g		
Class	Class Four		
Subject	Subject COMPUTING		
Reference		Computing curriculum Pag	ge
Learning Ind	icator(s)	B4.1.3.1.1	
Performance	e Indicator	Learners can use strategi	es for identifying data in
		conversation and newspape	ers.
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WIF	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to discuss	What have we learnt
Wednesday	songs and recite familiar	strategies, which can be	today?
	rhymes	used to identify data and	
		information. Use different	Ask learners to
		approaches to aid identify	summarize the main
		data in conversation and	points in the lesson
		newspaper e.g. grouping	
		students, role play etc.	
		Assessment: let learners	
		identifying data in	
		conversation and	
		newspapers.	

Learning Indicator (s) (Ref. No.)		B4.2.5.1.3 Find meanings of figurative expressions.	
		B4.2.6.1.1. 1 Explain the meanings of unfamiliar	
		words.	
		B4.2.6.1.2 Explain the meanings of figurative	
		expressions	
Performano	ce Indicators	The learner	should find meanings of
		figurative expression	ns.
			should explain the
		meanings of unfami	
			should explain the
		meanings of figurati	ve expressions
Week Endir	ng		
Reference		Ghanaian Language curricu	ılum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	rded 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	 Read a passage aloud. 	What have we learnt
	songs and recite	 Write the figurative 	today?
	familiar rhymes	expressions in the passage	
		on the board.	
		 Lead learners through 	
		discussions to find the	
		meanings of the figurative	
		expressions.	
		Assessment: Let learners	
		find the meanings of more	Review the lesson with
		figurative expressions	learners
	Engage leaners to sing	• Let learners sing a song	What have we learnt
	songs and recite	they know.	today?
	familiar rhymes	 Read aloud a passage. 	
		 Read the passage again 	
		while learners repeat after	
		you.	
		 Let learners read the 	
		passage as a group and	
		individually.	

		Let learners read a	
		paragraph of the passage	
		in turns.	
		Ask learners to mention	
		unfamiliar words they see	
		in the passage and write	
		the words on the board.	
		Discuss the words with	
		learners to get the	
		meanings of the words.	
		Group learners and let	
		them find the meanings of	
		given unfamiliar words.	Review the lesson with
			learners
		Assessment: Let learners	
		explain the meanings of	
		unfamiliar words.	
	Engage leaners to sing	• Read aloud a passage.	What have we learnt
	songs and recite	Write the figurative	today?
	familiar rhymes	expressions in the passage	
		on the board.	
		Lead learners to read	
		the figurative expressions	
		as a group and	
		individually.	
		Lead learners through	
		discussion to find the	
		meanings of the figurative	
		expressions.	
			Review the lesson with
l i			1 1
		Assessment: Let learners	learners
		Assessment: Let learners find the meanings of more	learners
			learners

TERM TWO BASIC FIVE WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FIVE

Name of School.....

Week Ending	3		
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum	Page
Learning Ind	icator(s)	B5.1.6.3.2 B5.2.6.4.2. B5.3. B5.5.4.1.1. B5.6.1.1.1	2.1.4. B5.4.9.3.1
Performance	e Indicator	A. Learners can demonstrate turn taking in conversation in different topics and follow agreed upon rules for conversation, e.g. listening to others speaking one at a time. B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, punetc.) C. Learners can identify and use demonstratives: this/that, these/those people D. Learners can review, and revise the draft by proposing grammar for improvement E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can read a variety of age- and level appropriate books and present at least a-three paragraph summary of each book read	
Teaching/ Le	earning Resources	Word cards, sentence cards, I manila card and a class library	· · · · · · · · · · · · · · · · · · ·
•	PHASE 1: STARTER 10 MINS	d Innovation Communication and Collaboration Personal cal Thinking and Problem Solving.	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Through discussion, guide learners to identify some events that happened in the day or recently. • Invite some individual learners to discuss with the	What have we learnt today? Ask learners to summarize the main points in the lesson

		class some experiences. e.g. The learner was late and had to help somebody on the	
		way to school.	
		 Have a pair of learner's 	
		converse on a given topic	
		(e.g. a football match) as	
		others watch.	
		• Learners in pairs then	
		converse, talking about	
		different topics after the	
		example presented.	
		Guide the use of	
		appropriate vocabulary by	
		showing vocabulary cards	
		and indirectly dropping hints	
		of a correct word.	
		Encourage learners to take	
		turns in the activity. e.g.	
		What did you just say? Say	
		that again. Can you repeat	
		what you said, sorry, excuse	
		me. Learners demonstrate the	
		use of this in pairs in front of	
		the class.	
		the class.	
		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	Demonstrate the playful use	today?
	rhymes	of words (jokes, riddles etc.)	Add loom on to sure of
		• e.g. Riddle, riddle. I am something. I have four legs	Ask learners to summarize the main points in the
		and a top. People write or	lesson
		eat on me. What am I?	
		Have learners use	
		appropriate language in	
		jokes, riddles etc. • Make them understand	
		that these are ways in which	
		language could also be used.	

Wednesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners apply the playful use of words in spoken and written language C.GRAMMAR Have learners identify demonstrations like this/that, these/those in context. • Guide learners with examples to write down the demonstratives.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use demonstratives: – this/that, these/those people in sentences.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. • Guide learners with the questions below: i. Are your ideas in order and easy to understand? ii. Are all the sentences talking about the main idea of the paragraph? iii. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to feel free to make as many changes as possible to improve their drafts.	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing	make a clean draft for publishing. E.WRITING CONVENTION	What have we learnt
TTIWAY	songs and recite familiar rhymes	AND GRAMMAR USAGE Distribute a sample story and let learners identify the simple past verbs to observe	today?

F			
		how they are used in	Ask learners to summarize
		sentences.	the main points in the
		 Working in pairs, learners 	lesson
		write their own story using	
		the simple past.	
		 Guide learners to do their 	
		own editing paying attention	
		to the correct use of the	
		simple past.	
		Assessment: let learners	
		differentiate between how	
		the simple past and the	
		present perfect tense forms	
		are used in speech and in	
		writing	
Friday	Guide learners to choose	E.EXTENSIVE READING	Have learners to tell what
	and read books during the	Have learners read	they read to the whole
	library period	independently books of their	class
		choice during the library	
		period.	
		 Learners think-pair-share 	
		their stories with peers.	
		 Ask each learner to write 	
		a-two-three paragraph	
		summary of the book read.	
		 Invite individuals to 	
		present their work to the	
		class for feedback	
		Assessment: let learners	
		read a variety of age- and	
		level appropriate books and	
		present at least a-three-	
		paragraph summary of each	
		book read	
l	l		

Week Ending		
Class	Five	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B5.1.4.1.1 B51211	
Performance Indicator	Learners can Describe and represent decimals (up to the thousandths) concretely, pictorially, and symbolically and relate them to fractions.	
	Learners can Multiply multi-digit numbers by 2-digit numbers efficiently	
Strand	Number 2. ALGEBRA	
Sub strand	Number: Fractions	
	Patterns and Relationships	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Use several pictorial	Review the lesson with
		representations or	Learners
	I'm counting one, what	number line to introduce	
	is one	tenths and thousandths	
	1 - One is one alone,	and ask pupils to identify	
	alone it shall be.	the fractions (i.e. A, B, C,	Assessment: have
	2 - Two pair, two pair	D, E, & F)	learners to practice with
	come pair let us pair	0 0.1 0.2 0.3	more examples
	Sing songs like:	Use the tenth to	Review the lesson with
Tuesday		thousandth place value	Learners
	I'm counting one, what	chart to illustrate how to	
	is one	write the fraction as a	
	1 - One is one alone,	base ten number with the	
	alone it shall be.	introduction of the	Assessment: have
	2 - Two pair, two pair	decimal point "·" after	learners to practice with
	come pair let us pair		more examples

	3 - Turn around	ones place in the place	
	4 - Follow me	value chart	
	5 - Fire	$ \begin{array}{ c c c c c c }\hline \textbf{Tenth to Thousandth Place Value Chart} \\ \hline \textbf{Fraction} & \textbf{1s} & \cdot & \frac{1}{10}s & \frac{1}{1000}s & \frac{1}{1000}s \\ \textbf{A} & \frac{1}{4} = \frac{25}{1000} & 0 & \cdot & 5 \\ \hline \textbf{B} & \frac{1}{8} = \frac{125}{1000} & 0 & \cdot & \\ \textbf{C} & 2\frac{1}{40} & 0 & \cdot & & \\ \hline \textbf{D} & 1\frac{3}{6} & 0 & \cdot & & & \\ \hline \end{array} $	
Wednesday	Sing songs like:	Give pupils several	Review the lesson with
		common fractions	Learners
	I'm counting one, what	(including improper	
	is one	fractions) to convert into	
	1 - One is one alone,	hundredths and	Assessment: have
	alone it shall be.	thousandths and write	learners to practice with
	2 - Two pair, two pair	their decimal names; e.g.	more examples
	come pair let us pair	38	
	3 - Turn around	8 3 7 5 3 0 0 0 2 4 1 9 0	
	4 - Follow me	40 40 0	
	5 - Fire		
Thursday	Sing songs like:	Ask pupils to use graph	Review the lesson with
		sheets to model the	Learners
	I'm counting one, what	decimal number 0.133 by	
	is one	shading the graph sheet	
	1 - One is one alone,	squares as shown in the	
	alone it shall be.	figure, where 2cm×20cm	Assessment: have
	2 - Two pair, two pair	square represents 110	learners to practice with
	come pair let us pair	units, 2cm×2cm square	more examples
	3 - Turn around	represents 1100 units, and	
	4 - Follow me	1mm×10mm square	
	5 - Fire	represents 11000 units	
Friday	Sing songs like:	Ask pupils to use graph	Review the lesson with
		sheets to model the	Learners
	I'm counting one, what	decimal number 0.133 by	
	is one	shading the graph sheet	Assessment: have
	1 - One is one alone,	squares as shown in the	learners to practice with
	alone it shall be.	figure, where 2cm×20cm	more examples
	2 - Two pair, two pair	square represents 110	
	come pair let us pair	units, 2cm×2cm square	
	3 - Turn around	represents 1100 units, and	
	4 - Follow me		

5 - Fire	1mm×10mm square	
	represents 11000 units	
	100	
	0.338	

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B5.2.2.1.1
Performance Indicator	Learners can relate the structure of the parts of a plant
	(leaves, stem, root, flower) to the functions they
	perform
Strand	2: CYCLES
Sub strand	2: LIFE CYCLES OF ORGANISMS
Teaching/ Learning Resources	Pictures
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners go on a nature	What have we learnt
	songs and recite familiar	walk to uproot young	today?
	rhymes	plants from school	
		surroundings and bring	Ask learners to
	Discuss the functions of	them to class.	summarize the important
	parts of plants with	 Learners, in groups, 	points of the lesson
	learners	observe parts of the plants	
		and relate them to the	
		functions they perform,	
		e.g. the thin and large	
		surface area of leaves and	
		the presence of green	
		colouring matter enhance	
		their work. The roots are	
		for anchorage and	
		absorption of nutrients	
		from the soil. The stem	
		supports the upper part of	
		the plant; conduct water	
		and minerals from the	
		roots to the leaves; carry	
		food from leaves to other	
		parts of the plant.	

		Assessment: let learners relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform	
Thursday	Engage learners to sing songs and recite familiar	Learners draw and colour a plant and label the parts.	What have we learnt today?
	rhymes		
			Ask learners to
			summarize the important
		Assessment: let learners	points of the lesson
		draw and colour a plant	
		and label the parts	

Week Ending	
Class	Five
Subject OUR WORLD OUR PEOPLE	
Reference Our World Our People curriculum Page	
Learning Indicator(s)	B5.2.3.1.1
Performance Indicator	Learners can locate major land marks on a sketch map of the community
Strand	2: ALL AROUND US
Sub strand	3: Map Making and Land Marks
Teaching/ Learning Resources	Pictures

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 identify major land marks in the community e.g. the school, post office, police	What have we learnt today? Ask learners to
		Assessment:	summarize the main points in the lesson
		Using landmarks, learners take turns in showing directions to places in the community	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners identify major land marks in the community e.g. the school, post office, police station church, mosque	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: Learners sketch a map of the community indicating major landmarks	

Week End	ling		
Class		Five	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning Indicator(s)		B5 2.1.1.2	
Performance Indicator		Learners can explain the moral significance of religious	
		songs and recitations	
Strand		2: Religious Practices and the	ir Moral Implications
Sub stranc	d	1: Religious Worship in the T	hree Major Religions in Ghana
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication ar	nd Collaboration Personal
	nent and Leadership Critical		
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)		
E 2.1.	F	Latita and a data and	VA/In a Library and a second
Friday	Engage learners to sing	Let learners identify	What have we learnt
Friday	songs and recite familiar	religious songs of the	What have we learnt today?
Friday		religious songs of the three major religions in	today?
Friday	songs and recite familiar	religious songs of the three major religions in Ghana.	today? Ask learners to
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to	today? Ask learners to summarize the main
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of	today? Ask learners to
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the	today? Ask learners to summarize the main
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of	today? Ask learners to summarize the main
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the three major religions and	today? Ask learners to summarize the main
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can	today? Ask learners to summarize the main
Friday	songs and recite familiar	religious songs of the three major religions in Ghana. • Let learners listen to cassette (CD) player of religious songs in the three major religions and indicate how they can apply the theme in their	today? Ask learners to summarize the main

turns to perform various religious music and dance.

Assessment: let learners

significance of religious songs and recitations

explain the moral

Week Ending	
Class	Five
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B5. 1.1.1.2
Performance Indicator	Learners can explore to generate ideas by studying visual artworks created by selected Ghanaian and other African visual artists living in Africa that reflect the history and culture of the people of Africa
Strand	Visual Arts
Sub strand	Thinking and Exploring Ideas
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 select an artwork of any	today?
	rhymes	of the artists studied in	
		B5. 1.1.1.1.;	Ask learners to
		Preflect on the theme or	summarize the main
		purpose of the work. For	points in the lesson
		example, the 'Warrior', an	
		installation work by El-	
		Anatsui, made from	
		copper wire and bottle	
		tops reflect the 'link	
		between Africa, Europe,	
		and America, referencing	
		the fraught connection	
		between the sale of slaves	
		and liquor.	
		study the materials and	
		methods used in designing	
		and making the artwork	
		under study. For example,	
		a) The bottle tops in El-	
		Anatsui's 'Warrior'	

		represent the liquor that	
		was used to influence our	
		people to enter into the	
		slave business. The	
		'copper wire' represents	
		the connection (power	
		chain) linking Africa,	
		Europe and America – the	
		triangular (slave) trade;	
		b) Materials: mixed	
		media;	
		c) Method: construction	
		and assemblage (e.g.	
		cutting, joining, twisting	
		etc.);	
		d) Display/Exhibition:	
		installation by hanging on	
		the wall or from the	
		ceiling.	
		Assessment: let learners	
		generate ideas by	
		studying visual artworks	
		created by selected	
		Ghanaian visual artists	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	 select an artwork of any 	today?
	rhymes	of the artists studied in	
		B5. 1.1.1.1.;	Ask learners to
		 generate ideas for own 	summarize the main
		artworks that will reflect	points in the lesson
		the history and culture of	
		the people of Ghana	
		Assessment: let learners	
		generate ideas by	
		studying visual artworks	
		created by selected	
		Ghanaian visual artists	

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B5.4.2.1.2
Performance Indicator	Learners can identify some of the health facilities and
	housing projects in the colonial period.
Strand	Colonisation and Developments under Colonial Rule
	in Ghana
Sub strand	Social Developments Under Colonial Rule
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessment	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes What health facilities were built during the colonial period? How important were these social services?	Discuss the health facilities carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. 3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engago loarners to sing	Assessment: let learners identify some of the health facilities in the colonial period Discuss the health	
Thursday	Engage learners to sing songs and recite familiar rhymes	facilities and housing projects carried out during	

	the colonial period or the	
NAVIDADA IN A DIAID CARRIEST		
were built during the	Bu hospital (1923), Kumasi	
colonial period? How	hospital, and Takoradi	
important were these	hospital.	
social services?	2. Brainstorm the	
	significance of these social	
	services.	
	3. Show	
	pictures/documentaries of	
	these facilities to highlight	
	the social facilities during	
	the era.	
	Assessment: let learners	
	colonial period	
	important were these	were built during the colonial period? How important were these social services? Bu hospital (1923), Kumasi hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services. 3. Show pictures/documentaries of these facilities to highlight the social facilities during

Week Ending		
Class	Five	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B5.1.3.1.3	
Performance Indicator	Learners can roll in a backward direction (back roll)	
	emphasizing a rounded form.	
Strand	MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching/ Learning Resources	cones	

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

Macl. F. I		<u> </u>		
Week Ending				
Class		Five		
Subject		COMPUTING		
Reference		Computing curriculum Pag	ge	
Learning Ind	licator(s)	B5.3.1.1.1. B5.3.1.1.2.		
Performance Indicator		. Learners can demonstrate the use of Insert, Design,		
		and Layout (New, Open, Save, Save As, Print and Close)		
		and Insert, Design, and Layout ribbons. (i.e. clipboard,		
		slides, fonts and paragraph).	
		. Learners can illustrate the use of Insert, Design and		
		Layout.		
Strand		3: WORD PROCESSING		
Sub strand		1: INTRODUCTION TO WORD PROCESSING (TABS AND		
		RIBBONS OF WORD PROCESSING		
Teaching/ Le	earning Resources	Laptop		
Core Compe	Core Competencies: Creativity and Innovation Communication and Collaboration Perso		d Collaboration Personal	
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
-	<u> </u>			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Engage learners to sing	Guide learners to use File	What have we learnt	
Wednesday	songs and recite familiar	menu, Insert, Design and	today?	
·	rhymes	Layout Ribbon.		
	•	Guide the learners to	Ask learners to	
		create and format a	summarize the main	
		document.	points in the lesson	
		Assessment: let learners		
		illustrate the use of Insert,		
		Design and Layout to		
		format a document		
		Torride a document		

pronunciation and tone		
p. c. carrette and control	pronunciation and tone	
B5.2.6.1.1 Explain the mean	B5.2.6.1.1 Explain the meaning of unfamiliar words in	
context	context	
B 5.2.6.1.2 Answer factual a	and inferential questions	
Performance Indicators • The learner	should read stories aloud	
with correct pronun	with correct pronunciation and tone	
	The learner should explain the meaning	
	of unfamiliar words in context The learner should answer factual and	
inferential question		
innerential question	interential questions	
Week Ending		
Reference Ghanaian Language curric	ulum	
Subject GHANAIAN LANGUAGE	GHANAIAN LANGUAGE	
Teaching/ Learning Resources Manila cards, markers, reco	Manila cards, markers, recorded audios visual	
Core Competencies: Communication and 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 Put learners in groups to	What have we learnt	
songs and recite read sample notices, texts familiar rhymes and use sentence cards to	today?	
help learners read		
paragraphs aloud with		
correct pronunciation and tone.		
tone.		
Assessment: let learners	Review the lesson with	
read stories aloud with	learners	
correct pronunciation and		
tone		
Engage leaners to sing • Put learners in groups	What have we learnt	
songs and recite and read a passage aloud	today?	
familiar rhymes to them.		
Ask learners to read the passage on their own and		
recognise unfamiliar	Review the lesson with	
words.	learners	

	 Let learners say the unfamiliar words and write them on the board. Assist the learners to explain the meanings of the unfamiliar words from their context. 	
	Assessment: Let learners use some of the unfamiliar words to form sentences orally.	
Engage leaners to sing songs and recite familiar rhymes	 Read a passage aloud. Allow learners to read the passage on their own. Call learners to read a paragraph each of the passage aloud to the class. 	What have we learnt today?
	Assessment: Let the learners answer factual and inferential questions based on the passage	Review the lesson with learners

TERM TWO BASIC SIX WEEK THREE

WEEKLY SCHEME OF LEARNING- WEEK THREE BASIC SIX

Name of School.....

Week Endin	g			
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning Ind	licator(s)	B6.1.6.3.2 B6.2.6.4.1 E	36.3.5.1.1 B6.4.9.3.3	
		B6.5.4.1.2 B6.6.1.1.1.		
Performance Indicator		 A. Learners can demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherently B. Learners can recognise how words are formed through compounding C. Learners can use different types of verbs – Main verb and Helping verb D. Learners can publish writing piece for other peers to read and in the school magazine. E. Learners can explore the use of the simple past verb form and participle form F. Learners can read and critique a variety of age- 		
		and level appropriate books and present a one page critical commentary based on a set of		
		criteria, on each boo		
Teaching/ Le	earning Resources	Word cards, sentence cards	•	
0	Landa Carrier	on a manila card and a class	•	
· •	•	novation Communication and		
Developmen	it and Leadership Critical II	hinking and Problem Solving.	•	
DAYS PHASE 1: STARTER 10 PH		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	A. ORAL LANGAUGE	What have we learnt	
·	songs and recite familiar	Through discussion,	today?	
	rhymes	guide learners to identify		

		some current or recent	Ask learners to
		events.	summarize the main
		Choose one such event	points in the lesson
		and engage in a model	
		conversation with a	
		learner earlier prepared.	
		 Converse on a given 	
		topic with a learner as	
		others watch.	
		• Let learners, converse in	
		pairs on different topics	
		after the example.	
		Encourage them to follow	
		the rules of conversation.	
		Guide the use of	
		appropriate vocabulary by	
		showing vocabulary cards	
		and indirectly dropping	
		hints of a correct word.	
		Tillits of a correct word.	
		Assessment: let learners	
		turn taking in	
		conversation on different	
		topics	
Tuesday	Engage learners to sing	B .READING	What have we learnt
Tuesday	songs and recite familiar	Have learners refresh	today?
		their knowledge on affixes	today:
	rhymes	prefixes and suffixes – ,	Ask learners to
		acronyms and blending	summarize the main
		,	points in the lesson
		using examples.Learners choose words	points in the lesson
		with given affixes and use	
		them appropriately in	
		sentences.	
		Introduce compound	
		words in context and have	
		learners identify their	
		components. E.g.	
		breakfast = break, fast;	
		classroom = class, room.	

		Assessment: Put learners	
		into groups to build more	
		compound words	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
vvcanesaay	songs and recite familiar	Revise verbs generally.	today?
	rhymes	Have learners identify	today.
	mymes	verbs in sentences and	Ask learners to
		use them in their own	summarize the main
		sentences. – Helping verb	points in the lesson
		(primary auxiliary and	points in the lesson
		,, ,	
		modal auxiliary E.g. can	
		might, would, ought, is,	
		are, is, are, was, were).	
		Choose a text (story)	
		and have the learners	
		work in groups to identify	
		the main verbs. Let each	
		group select five of the	
		verbs and use them in	
		sentences.	
		Introduce auxiliaries	
		(primary and modal) in	
		context one at a time.	
		Learners listen to/read a	
		text having several of	
		them.	
		Guide learners with	
		examples to identify and	
		distinguish them from the	
		main verbs and use them	
		in sentences.	
		Assessment: let learners	
		use different types of	
		verbs – Main verb and	
		Helping verb in sentences	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Revise writing as a	today?
	rhymes	process.	
		Have learners share	
		their writing with their	

peers classmates and Ask lear	ners to
	ize the main
	the lesson
type/copy neatly their	Terre ressort
writing and submit them	
for publication in the class	
magazine, school	
magazine/notice board.	
Other places to publish	
include The Junior Graphic	
or The Daily Graphic and	
other print media.	
other print media.	
Assessment: let learners	
publish writing piece for	
other peers to read and in	
the school magazine	
Friday Engage learners to sing E. WRITING CONVENTION What ha	ave we learnt
songs and recite familiar AND GRAMMAR USAGE today?	
rhymes Let learners write a story.	
E.g. about what happened Ask learn	ners to
after school on Monday. summar	ize the main
Discuss the essay topic points in	n the lesson
with learners and use the	
webbing strategy to help	
them write on the chosen	
topic. Learners write	
individually.	
Learners exchange their	
work for editing as	
teacher guides by focusing	
on the past verb form and	
participle form.	
• Assist those whose	
essays are only in the	
simple past to some in the	
past participle tense.	
• Learners rewrite their	
essays incorporating the	
corrections.	
Assessment: Have	
learners write on another	

		topic individually using the simple past verb form as well as the past participle form	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. • Encourage them to visit the local library to read and borrow books. • Encourage them to share whatever they read with their mates.	Have learners to tell what they read to the whole class
		Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	

Week Endir	 ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.1	
Performano	e Indicator	Learners can explain post \	World War II developments
		in the Gold Coast	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	2
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	
			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	Report on the findings of	What have we learnt
	songs and recite familiar	the Commission in the	today?
	rhymes	form of a paper or	A all languages to
		performance/poster/role	Ask learners to
		play etc.	summarize the main
		Assessment: let learners	points in the lesson
		write the Report on the	
		findings of the	
		Commission	
Thursday	Engage learners to sing	Report on the findings of	What have we learnt
Titursday	songs and recite familiar	the Commission in the	today?
	rhymes	form of a paper or	today.
	,	performance/poster/role	Ask learners to
		play etc.	summarize the main
			points in the lesson
		Assessment: let learners	
		role-play Report on the	
		findings of the	
		Commission	

Mook End:	ng		
Week Endi	iig	six	
		SCIENCE	
Subject Reference			
	dicator(s)	Science curriculum Page B6.3.3.1.1	
Learning In			various interactions in an
Performan	ce Indicator	Learners can investigate	
Strand		ecosystem and the effect of SYSTEMS	n numans
Sub strand		ECOSYSTEM	
	Learning Resources	Pictures	d Callahavatian Davaanal
-	-	novation Communication and	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	· · · · · · · · · · · · · · · · · · ·
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	(Learner And Teacher)
Monday	Engage learners to sing	Show learners pictures of	What have we learnt
	songs and recite familiar	different ecosystems.	today?
	rhymes	Learners observe	
	,	different ecosystems in	Ask learners to
	Discuss the functions of	the field such as a small	summarize the important
	parts of plants with	bush or pond.	points of the lesson
	learners	Engage learners to	•
		brainstorm to come out	
		with possible interactions	
		that occur in the given	
		ecosystem.	
		,	
		Assessment: let learners	
		write interactions that	
		occur in a given	
		ecosystem.	
Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
,	songs and recite familiar	draw or design different	today?
	rhymes	ecosystems in the	,

classroom.

• Learners observe each of	Ask learners to
the ecosystems and	summarize the important
identify some possible	points of the lesson
interactions that can take	
place within each	
ecosystem they have	
designed.	
• Guide learners to discuss	
the effects of interactions	
(hunting, farming and	
predation) on humans and	
other living things within a	
given ecosystem.	
Assessment: let learners	
write the effects of	
interactions (hunting,	
farming and predation) on	
humans and other living	
things within a given	
ecosystem.	

Week Endin	g		
Class	<u>-</u>	six	
Subject		MATHEMATICS	
Reference		Mathematics curriculum P	age
Learning Ind	licator(s)	B6.1.3.1.1 B6.1.3.1.2	<u> </u>
Performance		A. Learners can Compa	are and order a mixture of
		fractions: common, percent and decimal	
		fractions (up to thousandths	
		B. Learners can Add and subtract unlike and	
		mixed fractions	
Strand		Number	
Sub strand		Fractions	
Teaching/ Le	earning Resources	Counters	
Core Compe	tencies: Creativity and In	novation Communication and	d Collaboration Personal
Developmer	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	Sing songs like:	To compare and order a	Review the lesson with
		mixture of common,	Learners
	I'm counting one, what	decimal and percent	
	is one	fractions you can locate	
	1 - One is one alone,	the fractions on the	Assessment: have
	alone it shall be.	number and order them	learners to practice with
	2 - Two pair, two pair	$\mathbf{A} = \frac{5}{0} \qquad \mathbf{B} = 0.78 \qquad \mathbf{C} = 85\%$	more examples
Tuesday	Sing songs like:	To compare and order a	Review the lesson with
		mixture of common,	Learners
	I'm counting one, what	decimal and percent	
	is one	fractions you can locate	
	1 - One is one alone,	the fractions on the	
	alone it shall be.	number and order them	
	2 - Two pair, two pair	$\mathbf{A} = \frac{5}{8} \qquad \mathbf{B} = 0.78 \mathbf{C} = 85\%$ 0 0.1 0.2 0.3 0.4 0.5 0.6 8.7 0.8 0.9 1.0	
	come pair let us pair	0 1 2 3 4 5 6 7 8 9 10 10 10 10 10 10 10 10 10 10 10	
Wednesday	Sing songs like:	To add like mixed	
		fractions that are larger	
		than 1, i.e. 2 1/3 and 32/3	

ounting one, what	we write down the sum of the whole numbers and	A
	the whole numbers and	A
na ia ana alama		Assessment: have
ne is one alone,	add the fractions; i.e. 2	learners to practice with
e it shall be.	1/3 + 32/3 = 5 + 1/3 +	more examples
wo pair, two pair	2/3, = 5 (1+2)/3 = 53/3= 6	
songs like:	To add like mixed	Review the lesson with
	fractions that are larger	Learners
ounting one, what	than 1, i.e. 2 1/3 and 32/3	
e	we write down the sum of	
ne is one alone,	the whole numbers and	Assessment: have
e it shall be.	add the fractions; i.e. 2	learners to practice with
wo pair, two pair	1/3 + 32/3 = 5 + 1/3 +	more examples
. , .	2/3, = 5 (1+2)/3 = 53/3= 6	•
songs like:	To subtract like-fractions	Review the lesson with
	that are larger than 1, i.e.	Learners
ounting one, what	2 1/3 and 32/3 , we	
e	change the mixed fractions	
ne is one alone,	into improper fractions	Assessment: have
e it shall be.	and subtract; i.e. 32/3 - 2	learners to practice with
wo pair, two pair	1/3 + = 11/3- 7/3 + =	more examples
·	(11-7)/3 = 4/3. = 1 1/3	
	songs like: ounting one, what e ne is one alone, e it shall be. wo pair, two pair songs like: ounting one, what e ne is one alone, e it shall be.	wo pair, two pair 2/3, = 5 (1+2)/3 = 53/3= 6 To add like mixed fractions that are larger than 1, i.e. 2 1/3 and 32/3 we write down the sum of the whole numbers and add the fractions; i.e. 2 1/3 + 32/3 = 5 + 1/3 + 2/3, = 5 (1+2)/3 = 53/3= 6 To subtract like-fractions that are larger than 1, i.e. 2 1/3 and 32/3, we change the mixed fractions into improper fractions and subtract; i.e. 32/3 - 2 1/3 + = 11/3 - 7/3 + =

Week Ending			
Class	six		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B6 1.2.2.2		
Performance Indicator	Learners can brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world		
Strand	Performing Arts		
Sub strand	Thinking and Exploring Ideas		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② study the ideas, forms and structures that constitute the physical and social environments of some communities in the world; ② make analytical study (sketches) of the ideas, forms or structures that interest them; ② develop images from the ideas, forms and structures studied;	What have we learnt today? Ask learners to summarize the main points in the lesson

		 make comprehensive (comp) sketches or final designs for reproduction in artworks; present designs for peer review Assessment: let learners create own visual artworks 	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: use the ideas or feedback from the peer review to improve upon the designs for reproduction; experiment with available materials and tools to reproduce the comp (e.g clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving; Assessment: let learners create own visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

Week En	ding			
Class		six		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning	Indicator(s)	B6.1.3.1.1		
Performa	nce Indicator	Learners can organize aero	bic dance	
Strand		MOTOR SKILLS AND MOVE	MENT PATTERNS	
Sub stran	d	LOCOMOTOR, MANIPULAT	IVE AND RHYTHMIC SKILLS	
Teaching	/ Learning Resources	cones		
Core Con	petencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal	
Develop	nent and Leadership Critical	Thinking and Problem Solvin	ng.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
	Learners jog round a	Organise aerobic dance	What have we learnt	
	demarcated area in files	with local or foreign	today?	
	while singing and	music. Learners perform	Use answers to	
	clapping to warm-up the	rhythmic exercises to	summarise the lesson.	
	body for maximal	develop and refine basic		
	performance and to	movements skills such as		
	prevent injuries	coordination, flexibility,		
		muscular endurance,		
		cardio-vascular		
		endurance, etc. Learners		
		perform and progress at		
		their own pace. Learners		
		use feedback from peers		
		and teacher to improve		
		their fitness skills.		

Week Ending			
Class	six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.5.1.1.5 B6.5.1.1.6. B6.5.1.1.7.		
Performance Indicator	Learners can Lead learners to describe the basics of		
	Relational Data model. ie. rows and columns.		
	Guide learners to list the basics of logical database		
	design and develop sample database design.		
	Learners can guide learners to apply the basics of		
	relational algebra in a sample database.		
Strand	PROGRAMMING AND DATABASES		
Sub strand	INTRODUCTION TO DATABASES, ALGORITHM AND		
	PROGRAMMING. LANGUAGES		
Teaching/ Learning Resources	Laptop		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			
Development and Leadership Critical Thinking and Problem Solving			

Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Lead learners to describe	What have we learnt
	songs and recite familiar	the basics of Relational	today?
	rhymes	Data model. ie. rows and	
		columns.	Ask learners to
			summarize the main
		Guide learners to list the	points in the lesson
		basics of logical database	
		design and develop	
		sample database design.	
		Guide learners to apply	
		the basics of relational	
		algebra in a sample	
		database	
		Assessment: let learners	
		apply the basics of	
		relational algebra in a	
		sample database	

Week End	 ling		
Class		Six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning I	ndicator(s)	B6.2.4.1.1.	
	nce Indicator	Learners can describe inter	nal migration in Ghana
Strand		ALL AROUND US	
Sub stranc	d	Population and Settlement	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Persona
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners explain migration	today?
	rhymes	as the movement of	
		people from one place to	Ask learners to
		another with the intention	summarize the main
		of settling there.	points in the lesson
		Migration may be	
		individual, family units or	
		large groups.	
		Learners in groups discuss	
		the patterns of internal	
		migration in Ghana e. g.	
		movement from the north	
		to the south, movement	
		from the south to the	
		north, movement to	
		commercial and industrial	
		towns, movement to cash	
		crop farming areas.	

	T		T
		Assessment: let learners	
		describe internal	
		migration in Ghana	
Thursday	Engage learners to sing	Learners brainstorm the	What have we learnt
	songs and recite familiar	reasons for migration	today?
	rhymes	Ghana e.g. better living	
		conditions, to find work,	Ask learners to
		for marriage, Inadequate	summarize the main
		road networks, lack or	points in the lesson
		inadequate social	
		amenities (hospital,	
		portable drinking water,	
		schools and electricity).	
		,,	
		Assessment: Let learners	
		show the migration	
		pattern on a sketch map	
		of Ghana.	
		Of Griafia.	

Week Ending	g			
Class		Six		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference		RME curriculum Page		
Learning Ind	icator(s)	B6.2.2.1.3:		
Performance Indicator		Learners can discuss moral	Learners can discuss moral lessons from the festivals.	
Strand		God, His Creation and Attri	butes	
Sub strand		The Environment		
Teaching/ Le	earning Resources	Pictures		
Core Compe	tencies: Creativity and Inr	novation Communication an	d Collaboration Personal	
Developmen	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	Help learners recall the	What have we learnt	
	songs and recite familiar	importance of festivals.	today?	
	rhymes	 Guide learners to 		
		discuss the moral lessons	Ask learners to	
		from festivals: -	summarize the main	
		generosity,	points in the lesson	
		• let learners dramatise		
		activities within festivals		
		to show how the moral		
		lessons in festivals reflect		
		in their lives.		
		Assessment: let learners		
		mention moral lessons		
		from the festivals		

within their context. B6.2.6.1.2 Answer factual and infer Performance Indicators • The learner should meaning of unfamiliar work	explain the	
Performance Indicators • The learner should	explain the	
	•	
magning of unfamiliar ware	de within thair	
	meaning of unfamiliar words within their	
context		
The learner should a inferential questions	answer factual and	
Week Ending		
Reference Ghanaian Language curriculum		
Subject GHANAIAN LANGUAGE		
Teaching/ Learning Resources Manila cards, markers, recorded au	udios visual	
Core Competencies: Communication and collaboration Personal developm	nent and leadership	
DAYS PHASE 1: STARTER 10 PHASE 2: MAIN 40MINS PHASE	3: REFLECTION	
MINS (New Learning Including 10MIN	VS	
	ner And Teacher)	
For Learning)		
	have we learnt	
songs and recite read. today familiar rhymes • Call learners in turns to	ŗ	
read a paragraph each. • Let learners recognise		
unfamiliar words from the		
passage.		
Write the words on the		
board and read out the		
words aloud.		
Let learners explain the		
meaning of unfamiliar		
words from their context.		
Call learners in turns to		
use the unfamiliar words		
to form sentences Review learner	w the lesson with ers	
Assessment: let learners		
use the unfamiliar words		
to form sentences		

Engage leaners to songs and recite familiar rhymes	sing	Give learners text to read.Ask learners some factual questions and call learners to answer orally.	What have we learnt today?
		Assessment: Let learners answer factual and inferential questions from a given text.	Review the lesson with
Engage leaners to songs and recite familiar rhymes	sing	Give learners text to read. • Ask learners some factual questions and call learners to answer orally.	What have we learnt today?
		Assessment: Let learners answer factual and inferential questions from a given text.	Review the lesson with learners

THE GRANDMOTHER TERM 2, WEEK 4 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK FOUR

WEEKLY LESSON PLAN FOR KG 1- WEEK FOUR

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday CLASS: KG 1		SUB STRAND: OUR RELIGIOUS VA	LUES
CONTENT STANDARD:	K1 3 3 1	INDICATORS: K1.3.3.1 K1.3.3.1	7
Demonstrate understa		110 EATORS: K1.5.5.1	
religious and moral val	•	PERFORMANCE INDICATOR:	
virtues we need to exh Christians and Muslim		 Learners can recite rhyme religious values and how t Learners can handle books care. 	o show it
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	rity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Using poste	r and/or pictures, introduce the	Poster/ cut out
40MINS	theme and	let learners recite common sing song that depict religious	picture
(New Learning	values.		
Including Assessment)	values and v	ass discuss the common moral virtues that the three major oups preach. E.g. love, forgiveness, ace with people, behave	Cut out shapes, big books, counters, crayons
	I using at hea		

appropriately towards other people.

PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
	Schedule a book mending day with the learners to assist them to mend the class torn books. Using a book, explain 2/3 dimensional (2/3 D) shapes. Assessment: let learners identify and describe 2/3 D shapes	
	Have learners take turns to do "Pretend reading" using the appropriate book handling skills. Guide learners discuss the effects of mishandling books e.g. the spine/backbone of the will break, the sheets of the book will get torn, we will find it difficult to get books, etc.	
	Using a Big book and other books, have learners demonstrate the appropriate way of handling books, holding books upright when reading, not bending the spine, opening the pages carefully in order not to tear the pages, etc.	
	Assessment: In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.	
	Have cut out pictures of some of the values with their labels written under them "pick and act" activity.	

DATE:		STRAND: VALUES AND BELIEFS		
DAY: Tuesday CLASS: KG 1		SUB STRAND: OUR RELIGIOUS VA	LUES	
CONTENT STANDARD:	K1.3.3.1	INDICATORS: K1.3.3.1.3		
Demonstrate understa	•	PERFORMANCE INDICATOR:		
religious and moral values and virtues we need to exhibit as good Christians and Muslim		Learners can Interact actively with peers during a teacher-read aloud session about religious and moral values, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to create short sentences.		
CORE COMPETENCE: Communication Leadership (PL) Creativity and Innov				
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10		ers to sing songs and recite rhymes		
MINS	that relate t	to the lesson.		
(Preparing the Brain for Learning)				
PHASE 2: MAIN	-	book, have interactive read aloud	Poster/ cut out	
40MINS		rs and assist them identify and tell sand moral values in the text.	picture	
(New Learning		nformation to assist the		
Including	explanation	of the keywords before the	Cut out shapes, big books, counters,	
Assessment)		reading is done.	crayons	
		ers use some of the unfamiliar at to make simple sentences.		
	After the re	eading, have learners relate the		

content of the book with their experiences.

	Encourages learners to share some of the experiences. Have learners identify the 2/3 D objects in the illustrations and have them group them into the two categories (2D and 3D). Use the comparative signs "more than" [<] and "less than" [>] to describe the data collected. Assessment: let learners draw their favourite	
	Assessment: let learners draw their favourite 2D or 3D object Assessment: let learners use new vocabulary acquired to create short sentences.	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY : Wednesday	
27111 Treamesaay	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KG 1	
CONTENT STANDARD: K1.3.3.1	INDICATORS: K1.3.3.1.4
Demonstrate understanding of the religious and moral values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as good Christians and Muslim	Learners can stretch and count the number of sounds in a word and blend them together.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

DHASE/DIJDATION	LEARNERS ACTIVITIES	DECOLIDATE	
PHASE/DURATION	LEARINERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
(Preparing the Brain for Learning)			
PHASE 2: MAIN	Teacher holds a rubber band and model how	Poster/ cut out	
40MINS	to stretch examples of moral words while pronunciation so as to identify all the sound.	picture	
(New Learning	List the words on the board or on cut out		
Including	papers.	Cut out shapes, big books, counters,	
Assessment)	As learners practice the select words, write the sounds identified on the board.	crayons	
	Have learners in pairs play sound blending games where one stretches out the sounding of a word for the other to blend the sound to make out the word.		
	Have learners repeat the activity with different words and introduce the concept of silent letters to learners e.g. love, time, make, etc		

	Assessment: let learners stretch and count the number of sounds in a word and blend them together	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR RELIGIOUS VALUES
CLASS: KG 1	
CONTENT STANDARD: K1.3.3.1	INDICATORS: K1.3.3.1.5:
Demonstrate understanding of the religious and moral values and	PERFORMANCE INDICATOR:
virtues we need to exhibit as good Christians and Muslim	Learners can write letters legibly and boldly
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

DUACE /DUBATION	LEADNEDC ACTIVITIES	DECOLIDEE
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
IVIIIVS		
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Go through prewriting exercise as in the	Poster/ cut out
40MINS	previous writing exemplars.	picture
	Write two words depicting moral values on	
(New Learning	the board. Have learners tell	C. L. a. L. dan and L. da
Including	situations/occasion when the values are used.	Cut out shapes, big
Assessment)	Help learners use the words to make simple	books, counters, crayons
Assessment	sentences.	Crayons
	Have learners spell the words and then write	
	them into their books.	
	After, have learners count the letters that	
	make up each word and use objects such	
	pebbles, straws, counters, etc. to represent	
	the letters.	

	Have learners sum up the number of letters in the two words. Extend the activity by using different words or objects. earners can also create patterns with the numbers of letters in each word	
PHASE 3:	Assessment: let learners write letters legibly and boldly	
REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		
,		

DATE:		STRAND: VALUES AND BELIEFS	
DAY : Friday			
		SUB STRAND: OUR RELIGIOUS VA	LUES
CLASS: KG 1			
CONTENT STANDARD:		INDICATORS: K1.3.3.1.6	
Demonstrate understa religious and moral val	_	PERFORMANCE INDICATOR:	
virtues we need to exhibit as good Christians and Muslim		Learners can write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
		on and collaboration (CC) Personal [vation (CI) Critical Thinking and Prob	•
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10		ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain for Learning)			
PHASE 2: MAIN		ted words on the board. Have	Poster/ cut out
40MINS	learners cou	unt number of letters in words.	picture
(New Learning	Have learners make simple sentences with the words in sentences.		Cut out shapes, big
Including Assessment)	_	per cards, have learners identify have the same letters as the d shown.	books, counters, crayons
	Repeat the	activity and then have match the	

words with the appropriate number.

representing the letters in words

on another card.

Have individual learner identify the numbers on cards and match it with correct numerals

Have learners form patterns with the shapes

	Assessment: let learners write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK THREE

WEEKLY LESSON PLAN FOR KG 2- WEEK FOUR

Name of School.....

DATE:	STRAND: : VALUES AND BELIEFS			
DAY: Monday		SUB STRAND: MY NATIONAL AND CIVIC VALUES		
CLASS: KG 2				
CONTENT STANDARD:	K2.3.3.1	INDICATORS: K2.3.2.1.1 K2.3.3.1	.2	
Demonstrate understa	=	PERFORMANCE INDICATOR:		
the values and virtues		PERFORMANCE INDICATOR.		
exhibit as Ghanaian lea	arners.	Learners can brainstorm good behaviours and acceptable practices that we should exhibit as Ghanaian learners.		
		Learners can use illustrations on t	. •	
		of Big book to make predictions a map questions about the text.	nu answer simple story	
		on and collaboration (CC) Personal [vation (CI) Critical Thinking and Prob		
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER	Have learne	ers to sing songs and recite		
10	rhymes that relate to the lesson.			
MINS				
(Preparing the Brain for Learning)				
PHASE 2: MAIN	Follow basic	c procedures of the community	Poster/ cut out	
40MINS	circle time (as in K2.1.1.1.1) and introduce picture the theme for the week.			
(New Learning	Display a conversational poster related to the			
Including	theme have learners observe the nictures		Cut out shapes, big	
Assessment)	and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.			

	2 Put learners in small groups and have them	
	dramatize appropriate behaviour in society.	
	E.g. greeting when you meet someone.	
	,	
	Showing hospitality to foreigners and using	
	please when requesting for assistance.	
	Have learners predict what the story will be	
	using the cover picture and title of the big	
	book.	
	Read aloud the narrative story related to the	
	theme (On Kwame Nkrumah) and use the	
	Story Map strategy (follow procedure as in	
	Appendix 1 K2.3.2.1.3).	
	Appendix I Reioleito).	
	Assessment:	
	Learners answer the story map questions.	
	, , ,	
	E.g. What is the setting of the story?	
	who are the characters?	
	what is the problem in the story?	
	what did the character(s) do to solve the	
	problem?	
DUAGE 0	How was the problem solved?	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
22011011 101111110		
(Learner and		
Teacher)		
i eacher)		

DATE:		STRAND: : VALUES AND BELIEFS			
DAY: Tuesday		SUB STRAND: MY NATIONAL AND CIVIC VALUES			
CLASS: KG 2					
CONTENT STANDARD:	K2.3.3.1	INDICATORS: K2.3.3.1.3			
Demonstrate understa	_	PERFORMANCE INDICATOR:			
values and virtues we r			PERFORMANCE INDICATOR:		
exhibit as Ghanaian lea	irners.	Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic			
CORE COMPETENCE: C	ommunicatio	citizens of their country. on and collaboration (CC) Personal [Sevelonment and		
		ration (CI) Critical Thinking and Prob			
	, :	(-,-	0		
KEY WORDS:					
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES		
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes			
MINS	that relate to the lesson.				
(Preparing the Brain					
for Learning)					
PHASE 2: MAIN	Discuss what it means to be a good citizen		Poster/ cut out		
40MINS	and list civic values that patriotic citizen exhibit.		picture		
(New Learning	ि Guide lea	arners to use the words acquired			
Including	to create sh	•	Cut out shapes, big		
Assessment)	Call on small group to perform their drama and appreciate them. E.g. how a police man caught a thief; Hardworking citizen in a factory; On truthfulness; how someone found and gave back an amount of money to the owner.		books, counters, crayons		
		ers why we should respect the other and the pledge			
	•				
	Assessment	: let learners use the words			

acquired to perform a short drama on how to

	show themselves as patriotic citizens of their country	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: : VALUES AND BELIEFS		
DAY: Wednesday				
,		SUB STRAND: MY NATIONAL AND CIV	/IC VALUES	
CLASS: KG 2				
CONTENT STANDARD : K2.3.3.1		INDICATORS: K2.3.3.1.4		
Demonstrate understanding of the		PERFORMANCE INDICATOR:		
values and virtues we i		TEM ONWARDE INDICATOR.		
exhibit as Ghanaian lea	arners.	Learners can identify the letter-sound learnt for the		
			week in words related to the theme and write the letter	
CODE COMPETENCE: C	ommunicatio	and key word boldly and legibly in and collaboration (CC) Personal [
		ration (CI) Critical Thinking and Prob	•	
Leauership (FL) Credity	nty and iniiov	ation (ci) critical miliking and Proc	nem somme	
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes		
MINS	that relate to the lesson.			
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Rapidly revi	se the letter sounds learnt so far.	Poster/ cut out	
40MINS		e procedure as in K2 .1.1.1.5 to aching the letter-sound for the	picture	
(New Learning	week.			
Including			Cut out shapes, big	
moduling			books, counters,	
Assessment)		: let learners identify the letter-	crayons	
		t for the week in words related to		
		and write the letter and key word		
	boldly and l	egibly in their books.		
PHASE 3:	Review less	on with Learners by singing songs		
DEFLECTION 400 400	in relation t	, , ,		
REFLECTION 10MINS				
/-	Ì			
(Learner and				

DATE:	STRAND: : VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: MY NATIONAL AND CIVIC VALUES
CLASS: KG 2	
CONTENT STANDARD: K2.3.3.1	INDICATORS: K2.3.3.1.5
Demonstrate understanding of the	
values and virtues we need to	PERFORMANCE INDICATOR:
exhibit as Ghanaian learners.	Learners can recognize and talk about some national art works of our country.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Take learners outside to observe the national	Poster/ cut out
40MINS	flag of Ghana.	picture
(New Learning	② Let learners draw and colour or paint the flag of Ghana.	
Including		Cut out shapes, big
Assessment)		books, counters, crayons
Assessment		Crayons
	Assessment: Let learners draw and colour or paint the flag of Ghana	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: : VALUES AND BELIEFS	
DAY: Friday CLASS: KG 2		SUB STRAND: MY NATIONAL AND CIV	/IC VALUES
CONTENT STANDARD: K2.3.3.1		INDICATORS: K2.3.3.1.6	
Demonstrate understa	nding of the		
values and virtues we r	need to	PERFORMANCE INDICATOR:	
exhibit as Ghanaian lea	irners.	Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).	
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	rity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Guide learn	ers to identify the numbers on	Poster/ cut out
40MINS	-	ge them and let them continue you started. E.g. 1,3 5, 7	picture
(New Learning			
Including			Cut out shapes, big
		:: let learners identify patterns and	books, counters,
Assessment)	arrange numeral cards in a particular order and read.		crayons
PHASE 3:	Review less	on with Learners by singing songs	
REFLECTION 10MINS	in relation to it		
(Learner and			
Teacher)			

TERM TWO BASIC ONE WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC ONE

Name of School.....

Week Endi	าย		
Class	<u> </u>	One	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	dicator(s)	B1.1.6.2.1 B1.2.6.1.1	B1.4.4.1.1. B1.5.4.1.3
Learning in	uicator(s)	B1.6.1.1.1.	D1.4.4.1.1. D1.3.4.1.3
Performane	ce Indicator	Learners can engage in col	lahorative conversation
Performance Indicator			
		Learners can read level-appropriate sight words an use many of them in meaningful sentences	
		•	
		Learners can draw simple	•
			I spelling to write about
		oneself	
		Learners can use the pres	ent tense continuous form
		of verbs	-f
		-	of age – appropriate books
		and texts from print	
Teaching/ L	earning Resources	Word cards, sentence cards	
		on a manila card and a class	•
_		novation Communication and	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
	T	T	I
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Let learners, working in	today?
	rhymes	groups, talk about some	
		common places in the	Ask learners to
		school (e.g. canteen, head	summarize the main
		teacher's office, library,	points in the lesson
		etc.).	
		• Lead learners, with	
		questions, to talk about	

		the places and their	
		importance.	
		 Let learners identify the 	
		importance of the places	
		listed above.	
		Assessment: let learners	
		engage in conversations	
Tuesday	Franco locurous to sing	on specific topics.	Mhat have we leavet
Tuesday	Engage learners to sing	B.READING • Introduce the	What have we learnt
	songs and recite familiar rhymes	appropriate sight words	today?
	Tilyilles	beginning with the	Ask learners to
		commonest. Write them	summarize the main
		on the board, e.g. chair,	points in the lesson
		table, child, etc.	
		Use the word "tree" to	
		teach the sight words.	
		Have learners repeat	
		the words aloud.	
		Have learners use the	
		sight words in meaningful sentences.	
		Tell a story and have	
		learners identify sight	
		words in the story.	
		 Have learners use the 	
		sight words in meaningful	
		sentences, e.g.	
		determiners - the: The boy	
		is my friend.	
		Assessment: let learners	
		read level-appropriate	
		sight words and use many	
		of them in meaningful	
		sentences	
Wednesday	• •	C. WRITING	What have we learnt
	songs and recite familiar	Have each learner choose	today?
	rhymes	and draw a peer and write	A alc la a ma a martia
		a line or two about that	Ask learners to summarize the main
		person.Assist learners with	points in the lesson
		spelling where necessary.	points in the lesson
		Spennig where necessary.	

		 Have learners share their work with their partners. Assessment: let learners, let learners draw pictures of themselves and write a 	
		sentence or two about the pictures.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners to use the present tense continuous form of verbs	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use the present tense continuous form of verbs in sentences	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Using book tease or book	today?
	rhymes	talk, introduce the	
		reading/ library time.	Ask learners to
		Have a variety of age	summarize the main
		appropriate books for	points in the lesson
		learners to make a choice	
		from	
		 Introduce picture or wordless books, pop-up 	
		and flip-the-page texts to	
		learners.	
		 Encourage them to read 	
		individually and in pairs,	
		and provide support and	
		encouragement	
		Assessment: let learners	
		read a variety of age –	
		appropriate books and	
	file helpful for your work kin	texts from print	

Week Ending	
Class	one
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.1.2.3.1
Performance Indicator	Learners can use strategies for solving basic addition
	facts (and related subtraction fact) to 10
Strand	NUMBER
Sub strand	Number Operations (Addition, Subtraction,
	Multiplication and Division
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	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.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	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.	Identifying 10 more or less than a number between 0 and 20, and eventually between 0 and 100	Review the lesson with Learners

Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)	Assessment: have learners to practice with more examples 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	Identifying combinations to 5 or 10 (i.e., given a number, quickly identify how many more must be added to get 5 or 10)	Review the lesson with Learners Assessment: have learners to practice with more examples

Week End	ing		
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B1.2. 2.1.1	
Performan	ce Indicator	Learners can examine the s	structure of plants
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISM	S
Teaching/	Learning Resources	Pictures	
-	petencies: Creativity and Ini	novation Communication an Thinking and Problem Solvir	
-	petencies: Creativity and Ini	novation Communication an	
Developm	petencies: Creativity and Ini ent and Leadership Critical	novation Communication an Thinking and Problem Solvin	ng.
Developm	petencies: Creativity and Ini ent and Leadership Critical PHASE 1: STARTER 10	novation Communication an Thinking and Problem Solvin PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION

and display drawings for

Assessment: let learners describe the external parts

Create weed albums using

leaves of different plants.

Assessment: let learners

create weed albums using

leaves of different plants

What have we learnt

summarize the important

points of the lesson

Ask learners to

today?

discussion.

of the plants

Thursday

Engage learners to sing

rhymes

songs and recite familiar

Week End	ling		
Class		One	
Subject	RELIGIOUS AND MORAL EDUCATION		UCATION
Reference	RME curriculum Page		
Learning I	ndicator(s)	B1 2.1.1.1:	
Performa	mance Indicator Learners can name the three main types of wors		ee main types of worship in
	Ghana		
Strand		Religious Practices and thei	r Moral Implications
Sub strand	d	Religious Worship in the Th	ree Major Religions in
		Ghana	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
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 role play the	What have we learnt
	songs and recite familiar	act of worship in the three	today?
	rhymes	main religions in Ghana	
			Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		name the three main	
		types of worship in Ghana	

Week Ending		
Class	One	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B1.2.3.1.2	
Performance Indicator	Learners can recall when the name Ghana came into	
	formal use	
Strand	My Country Ghana	
Sub strand	How Ghana Got Its Name	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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 How was the name changed? In which year was the name changed?	Discuss the sequence of events leading to the change of name. Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the sequence of events leading to the change of name. Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ling		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference)	PE curriculum Page	
Learning I	ndicator(s)	B1.1.3.1.2	
Performa	nce Indicator	Learners can Demonstra	te a smooth transition
		between even-beat and un	even-beat locomotor skills
		in response to music or an e	external beat
Strand		MOTOR SKILLS AND MOVE	MENT PATTERNS
Sub strand	d	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	After warm ups,	What have we learnt
	demarcated area in files	demonstrate walking to an	today?
	while singing and	even beat such as	
	clapping to warm-up the	clapping, music (one-two,	Use answers to
	body for maximal	onetwo.,etc.) and smooth	summarise the lesson.
	performance and to	transition to running when	
	prevent injuries	the beat changes to an	
		uneven beat	
		(one,two,three.,etc,).	
		Give learners enough time	
		to practice with the beat	
		as individuals and as a	
		group but allow them to	
		progress at their own	
		pace. Observe and give	
		corrective feedback.	
		Organise walking to	
		jogging or walking to	
		running games for	
		learners to create fun and	
		enjoyment. End the lesson	

Week Ending		
Class	One	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B1.3.2.1.1.	
Performance Indicator	Learners can describe religious festivals in Ghana	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Festivals	
Teaching/ Learning Resources	Pictures	
Cara Campatancias: Craativity and	Innovation Communication and Collaboration Personal	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention festivals celebrated in the three religions in Ghana: i. Christian – Christmas, Easter, etc. ii. Islamic – Eid-ul-Fitr, Eid-ul-Adha, etc. iii. African Traditional Religion (ATR) – Odwira, Damba, Homowo, Hogbetsotso, Fetu Afahy&, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners mention festivals celebrated in the three religions in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play religious tolerance e.g. prayers at the Independence Day celebrations, celebrations of major religious festivals (Christmas, Eid-ul-Adha, ban on drumming preceding the Homowo Festival)	What have we learnt today? Ask learners to summarize the main points in the lesson

de	Assessment: let learners lescribe religious festivals n Ghana	
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Week Ending		
Class	one	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B1 2.2.2.2	
Performance Indicator	Learners can develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community	
Strand	PERFORMING ARTS	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Inc	novation Communication and Collaboration Personal	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 develop ideas on the	today?
	rhymes	nature of performing	
		artworks (music, dance	Ask learners to
		and drama) produced or	summarize the main
		performed in the local	points in the lesson
		community	
		make decisions on	
		instruments, resources	
		and techniques that are	
		suitable for making these	
		performing artworks	
		Assessment: let learners	
		give ideas for making own	
		artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	plan how the choice	today?
	rhymes	performing artworks will	
		be made to express the	Ask learners to
		history and culture or way	summarize the main
			points in the lesson

of life of people in the	
local community.	
Record ideas to define	
the choice of artworks	
they have in mind	
,	
Assessment: let learners	
give ideas for making own	
artworks	

Learning Indicator (s) (Ref. No.)		B1.2.4.1.3 Segment syllables and words into sounds and words. B1.2.4.2.1. Listen and say and read words with identical	
		sounds from list of words.	
		B1.2.4.2.2 Listen, say and recognise rl	nyming words in
		poems	
Performance Indicators		 The learner should segment syllables and words into sounds and words. The learner should listen and say and read words with identical sounds from list of words. The learner should listen, say and recognise rhyming words in poems 	
Week En	ding		
Referenc	e	Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching	/ Learning Resources	Manila cards, markers, recorded audi	os visual
Core Con	npetencies: Communication	tion and collaboration Personal development and leadership	
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN <i>40MINS</i> (New Learning Including	PHASE 3: REFLECTION
	(Preparing The Brain For Learning)	Assessment)	10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	 Revise sounds and syllables with learners. Write some words on the board and lead learners to segment the words into syllables and sounds. Ask learners to write a word and divide it into syllables and then into the sounds. E.g. Pencil = /pen/ + /sil/, Pen = /p/ + /e/ + /n/, cil = /s/ + /i/ + /l/ 	What have we learnt today? Review the lesson with learners
		Assessment: let learners segment syllables and words into sounds and words	
	Engage leaners to sing songs and recite familiar rhymes	Write words with identical sounds on a flashcard.	What have we learnt today?

		Review the lesson
	 words in the poems. Write the identified rhyming words on the board. Explain some of the rhyming words. 	
Engage leaners to sing songs and recite familiar rhymes	 Explore a poem. Invite a resource person explore a poem to learners. Learners to listen and say rhyming 	What have we learnt today?
	Assessment: let learners read words with identical sounds from the list of words one by one	
	 Mention the words for learners to listen. Lead learners to say words with identical sounds from the list of words one by one. Allow learners to write two words with identical sounds and read to the class. Play an audio with identical words in them and talk about the words in the audio. Write words with identical sounds on a flashcard/board. Read the words for learners to listen. 	Review the lesson with learners

TERM TWO BASIC TWO WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC TWO

Name of School.....

Week Endi	ng		
Class	-		
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	dicator(s)	B2.1.6.1.4. B2.2.6.1.4	
		B2.5.5.1.1. B2.6.1.1.1	
Performan	ce Indicator	Learners can use a wide var	riety of words to talk about
		manners	
		Learners can use dictionari	es and glossaries to clarify
		meaning of words	
		Learners can write simple	and meaningful sentences
		on objects found in the env	ironment
		Learners can identify and	use simple sentences to
		describe the weather and show quantity and position	
		or order of people and things	
		Learners can read a variety of age and level	
		appropriate books and text	s from print and non-print
Teaching/ I	aching/ Learning Resources Word cards, sentence cards, letter cards, hand		s, letter cards, handwriting
		on a manila card and a class	s library.
-	-	novation Communication and	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
	T	T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Manday	For Learning)	A ODAL LANCALICE	Mhat have we leavet
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Ask learners to Use a wide	today?
	rhymes	variety of words to talk about manners	Ask learners to
		about manners	summarize the main
		Assessment: let learners	points in the lesson
		use a wide variety of	points in the lesson
		words to talk about	
		manners	
	1	manners	

Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners use guide words to find meaning of words used. • Have learners practise in pairs Assessment: let learners use dictionaries and glossaries to clarify meaning of words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Take learners out on a field-trip outside the school to observe things. • Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school. Assessment: let learners write simple and meaningful sentences on	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	objects found in the environment D.WRITING CONVENTIONS AND GRAMMAR USAGE Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use simple sentences to describe the weather and show quantity and	

		position or order of people and things	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Use the Author's chair to	today?
	rhymes	introduce the reading/	
		library time.	Ask learners to
		 Have a variety of age 	summarize the main
		and level-appropriate	points in the lesson
		books for learners to	
		make a choice.	
		 Introduce narratives, 	
		pop-up and flip-the-page	
		texts to learners.	
		 Introduce e-books to 	
		learners, if available.	
		For each reading	
		session, guide learners to	
		select books	
		Assessment: let learners	
		read a variety of age and	
		level-appropriate books	
		and texts from print and	
		non-print	

Week Ending		
Class	Two	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B2 2.2.2.2	
Performance Indicator	Learners can make decisions to create own artworks	
	from imagination based on performing artworks	
	produced or performed in other communities	
	Ghana	
Strand	PERFORMING ARTS	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources Pictures		

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)	, assessment,	(255.1161 / 1114 1 Cushel)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to ② experiment with carefully selected instruments, resources and techniques to learn about their use for composing and	What have we learnt today? Ask learners to summarize the main points in the lesson
		performing music, dance and drama; Assessment: let learners make decisions to create own artworks from	
Wednesday	Engage learners to sing songs and recite familiar rhymes	imagination Learners are to explore and experiment with available instruments and resources to compose and perform own music, dance or drama that reflect performing	What have we learnt today? Ask learners to summarize the main points in the lesson

artworks of other communities in Ghana.	
Assessment: let learners make decisions to create own artworks from imagination	

Week Ending			
Class	Two		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B2.1.3.1.1		
Performance Indicator	Learners can understand the fraction one-half and		
	one-quarter as the quantity obtained by taking I part		
	when a whole is partitioned into two or four equal		
	parts		
Strand	NUMBER		
Sub strand	Fractions		
Teaching/ Learning Resources	Counters		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four 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.	Use concrete objects to explain the fraction one-fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	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.	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a	Review the lesson with Learners

	2 - Two pair, two pair come pair let us pair	whole object is partitioned into four equal parts.	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.	Use pictorial representations to explain the fraction one fourth as the quantity obtained by taking 1 part when a whole object is partitioned into four equal parts.	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Use pictorial representations to help learners sort fractions into those that are halves and those that are one-fourths.	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending	
Class	Two
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B2.3.2.1.1
Performance Indicator	Learners can identify the sun as the main source of light
	and warmth on earth
Strand	SYSTEMS
Sub strand	SOLAR SYSTEM
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Engage learners with	What have we learnt
	songs and recite familiar	these questions: What	today?
	rhymes	does the sun look like?	
		Where is the sun located?	Ask learners to
		Do you feel warmer or	summarize the important
		colder when the sun is	points of the lesson
		out? Why is the sun	
		important to us here on	
		Earth?	
		 In groups, learners 	
		discuss and present to the	
		class what they use the	
		light and the warmth from	
		the sun for	
		Assessment: let learners	
		mention what they use	
		the light and the warmth	
		from the sun for	
Thursday	Engage learners to sing	Learners brainstorm on	What have we learnt
,	songs and recite familiar	how life without the sun	today?
	rhymes	will be.	,

Assessment: let learners	Ask learners to
draw a picture of the sun	summarize the important
and colour it.	points of the lesson

Week End	ding		
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B2 2.1.1.2:	
Performa	nce Indicator	Learners can sing and recite	simple texts from the three
		main religions in Ghana.	
Strand		Religious Practices and the	ir Moral Implications
Sub stran	d	Religious Worship in the Th	ree Major Religions in
		Ghana	
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem 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 sing or	What have we learnt
	songs and recite familiar	recite some simple verses	today?
	rhymes	from the Bible or Quran	
		and some sayings from	Ask learners to
		the oral tradition The	summarize the main
		Lord's Prayer (Christian) -	points in the lesson
		Al-Fãtihah (Islam) -	
		Traditional prayer (ATR)	
		Assessment: let learners	
		write simple texts from	
		the religious songs and	
		recitations	

Week Endi	ng		
Class		Two	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B2.2.4.1.1	
Performan	ce Indicator	Learners can discuss the	history of Ghana's major
		historical locations. Examples include Kumasi military	
		museum, Komfo Anokye Sword, Assin Manso slave site,	
		Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
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	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	Interact with	What have we learnt
	songs and recite familiar	knowledgeable persons/	today?
	rhymes	opinion leaders/ chiefs/	
		resource persons to tell	Ask learners to
		the history of any	summarize the main
		historical location in your	points in the lesson
		community or district	
		Assessment: let learners	
		narrate the history of any	
		historical location in your	
		community or district	
Thursday	Engago loornors to sin-	Interact with	What have we leave
Thursday	Engage learners to sing	Interact with	What have we learnt
	songs and recite familiar	knowledgeable persons/	today?
	rhymes	opinion leaders/ chiefs/	Ask learners to
		resource persons to tell	
		the history of any	summarize the main
		historical location in your	points in the lesson

community or district

Assessment: let learners narrate the history of any historical location in your community or district	
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Class Subject Reference		Two	
Reference		BUNGLON EBUGATION	
		PHYSICAL EDUCATION	
Loorning I	<u>.</u>	PE curriculum Page	
Learning i	ndicator(s)	B2.1.3.1.2:	
Performa	nce Indicator	Learners can transfer weight from feet to hands an	
		from hands to feet, landing with control	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub stran	d	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners stand shoulder	What have we learnt
	demarcated area in files	width apart. Let them	today?
	while singing and	transfer weight from the	
	clapping to warm-up the	feet to the hands sideways	Use answers to
	body for maximal	by bending the trunk	summarise the lesson.
	performance and to	laterally and placing the	
	prevent injuries	hand on the ground after	
		warm-ups and	
		demonstration. Transfer	
		weight momentarily from	
		feet to one hand to the	
		other in hand stand	
		position. This process is	
		continuous rotational	
		movement of the body	
		through landing on both	
	Í.	feet and back to standing	
		rect and back to standing	
		position with control	
		position with control	

to progress at their own

	pace. End lesson with	
	cool-down	

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Week Ending		_	
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B2.3.1.1.1	
Performance Indicator		Learners can explain the importance of worship	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Worship	
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)		
Tuesday	Engage learners to sing	Learners role play	What have we learnt
	songs and recite familiar	demonstrate/talk about	today?
	rhymes	the importance of worship	
		at home, school,	Ask learners to
		church/mosque/shrine	summarize the main
		A	points in the lesson
		Assessment: let learners	
		explain the importance of	
		worship	
Thursday	Engage learners to sing	Learners write simple	What have we learnt
, , , ,	songs and recite familiar	texts from the religious	today?
	rhymes	songs and recitations.	,
	,,		Ask learners to
		Learner's role play or talk	summarize the main
		about the importance of	points in the lesson
		religious tolerance, e.g.	
		peaceful coexistence, love,	
		humility, sharing, caring,	
		respect, unity.	
		Assessment: let learners	
		role play the importance	
		of religious tolerance	
		or religious tolerance	

Learning Indicator (s) (Ref. No.)		B2.2.4.2.3 Recognise diagraphs from letters of the	
		alphabet	
		B2.2.4.2.4 Read three-syllable words.	
Performance Indicators		The learner should recognise	
		diagraphs from lette	ers of the alphabet
		The learner should read three-syllable	
NA/I FI		words.	
Week Endi	ng	Charata Languaga	1
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, reco	
Core Comp	petencies: Communication a	nd collaboration Personal de	velopment and leadership
DAVC	DUACE 4 CTARTER 40	DUACE 2 MANN 4044140	DUACE A DEEL SOTION
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 explore a	What have we learnt
	songs and recite	poem.	today?
	familiar rhymes	Write some diagraphs	today.
	Tarrinar Triyines	and the letters of the	
		alphabet on the board.	
		• Let learners say the	
		letters of the alphabet.	
		• Assist learners to	
		recognise diagraphs from	
		the letters of the	Review the lesson with
		alphabet.	learners
		aipiiabet.	
		Assessment: let learners	
		identify diagraphs from	
		letters of the alphabet	
	Engage leaners to sing	Let learners say the	What have we learnt
	songs and recite	letters of the alphabet as a	
	familiar rhymes	group and individually.	·
		Write some three-	
		syllable words on the	
		board and lead learners to	
		read them.	
		Call learners one by one	
		to read the words.	Review the lesson with
			learners
			1.23

		Assessment: let learners read three-syllable words.	
Engage leaners to s songs and recite familiar rhymes	sing	 Let learners say the letters of the alphabet as a group and individually. Write some threesyllable words on the board and lead learners to read them. Call learners one by one to read the words. 	What have we learnt today? Review the lesson with learners
		Assessment: let learners read three-syllable words.	

TERM TWO BASIC THREE WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC THREE

Name of School.....

Week Endin	g		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	licator(s)	B3.1.6.2.1. B3.2.6.1.2. B	3.4.9.1.1 B3.5.4.1.2
		B3.6.1.1.1	
Performanc	e Indicator	A. Learners can de	monstrate turn-taking in
		conversation in different topics	
		B. Learners can use kn	owledge of prefixes and
		suffixes to interpret	
			t a topic on familiar themes
		(e.g. Myself), brains writing	storm and organise before
		D. Learners can use th	ne 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/ Lo	earning Resources	Word cards, sentence cards	s, letter cards, handwriting
		on a manila card and a clas	s library.
Core Compe	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
	ı	I	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	A OBALLANGALISE	144
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	A als la avec ave ± =
		based on their	Ask learners to
		environment for	summarize the main
		discussion.eg. Sanitation,	points in the lesson
		Bush fires,	

		• 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
Tuesday	songs and recite familiar	Guide learners Use	today?
	rhymes	knowledge of prefixes and	today.
		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		C. WRITING	What have we learnt
	songs and recite familiar	Take learners through the	today?
	rhymes	writing process: Pre-	A ale la a una a una de a
		writing stage • Consider composition	Ask learners to summarize the main
		writing as a process. That	points in the lesson
		is, it should be done in	points in the lesson
		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	
	L		

		ideas appropriate to the	
		topic.	
		topic:	
		Assessment: let learners	
		select a topic on familiar	
		themes (e.g. Myself) and	
		write ideas for the topic	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
arsaay	songs and recite familiar	CONVENTIONS AND	today?
	rhymes	GRAMMAR USAGE	,
	•	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	
		and actions taring prace	
		Assessment: let learners	
		use the present	
		continuous form of verbs	
		to describe actions taking	
		place at the time of	
Cuido.	Franco locurous to sing	speaking	What have we leavet
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Using the Author's chair,	today?
	rhymes	introduce the	
		reading/library time.	Ask learners to
		Have a variety of	summarize the main
		age/level-appropriate	points in the lesson
		books for learners to	
		make a choice from.	
		 Introduce narratives, 	
		expository, procedural	
		texts to learners.	
		 Guide learners to select 	
		books for readings	
		Assessment: let learners	
		read a variety of age and	

	level-appropriate books	
	and summarise them	

Week Endir	ng			
Class		Three	Three	
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning Inc	dicator(s)	B3.1.2.5.2		
Performance Indicator		Learners can Represent	and explain multiplication	
		using rectangular arrays		
Strand		NUMBER		
Sub strand		Number Operations		
Teaching/ Learning Resources		Counters		
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal	
Developme	nt and Leadership Critical T	Thinking 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 $2\times3=$?	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	Assessment: have	
	2 - Two pair, two pair	number of intersections.	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 number of intersections as		
		the product		
		Tile product		

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

Week End	ing			
Class		Three		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning I	ndicator(s)	B3.3.1.1.1		
Performance Indicator		Learners can explain that	the external parts of the	
		human body work interd	ependently to perform a	
		function		
Strand	Strand SYSTEMS			
Sub strand THE HUMAN BODY SYSTEMS		S		
Teaching/	Teaching/ Learning Resources Pictures			
Core Comp	petencies: Creativity and Ini	y and Innovation Communication and Collaboration Personal		
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.	
	<u> </u>		<u>o.</u>	
			0 -	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
DAYS	•	PHASE 2: MAIN 40MINS (New Learning Including		
DAYS	PHASE 1: STARTER 10		PHASE 3: REFLECTION	
DAYS	PHASE 1: STARTER 10 MINS	(New Learning Including	PHASE 3: REFLECTION 10MINS	
DAYS Monday	PHASE 1: STARTER 10 MINS (Preparing The Brain	(New Learning Including	PHASE 3: REFLECTION 10MINS	
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment) Engage pupils in songs on	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Engage pupils in songs on the various parts of the	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Engage pupils in songs on the various parts of the body, e.g. head, shoulders,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?	

toes.

escape?

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

 Learners engage in playing football and explain how the various

parts of the body

• 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

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

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

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

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

Week Ending	
Class	Three
Subject	PHYSICAL EDUCATION
Reference	PE curriculum Page
Learning Indicator(s)	B3.1.3.1.2
Performance Indicator	Learners can roll forward from standing position many
	time to a distance in a round form.
Strand	MOTOR SKILL AND MOVEMENT PATTERNS
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC 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	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DATS			
	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 End	ling		
Class	Class Three		
Subject	bject RELIGIOUS AND MORAL EDUCATION		UCATION
Reference	?	RME curriculum Page	
Learning I	ndicator(s)	B3 2.1.1.2:	
Performa	nce Indicator	Learners can give reason	s for studying the sacred
		scriptures of the three m	najor religions among their
		followers	
Strand		Religious Practices and the	ir Moral Implications
Sub stran	d	Religious Worship in the Th	nree Major Religions in
		Ghana	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvi	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
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	
İ		among their followers	

Week Endin	g		
Class			
Subject	ubject CREATIVE ARTS		
Reference Creative Arts curriculum			
	earning Indicator(s) B3 2.2.2.2		
Performance		Learners can plan to cr	eate own artworks that
		represent performing arts	
		Africa, by experimenting v	
		resources and techniques	
		artworks that reflect the	
		environments in those area	s in Africa
Strand		PERFORMING ARTS	
Sub strand		Planning, Making and Comp	oosing
	earning Resources	Pictures	
		ovation Communication and	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)
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	' '	Assessment) ☐ experiment with	(Learner And Teacher) What have we learnt
Monday	For Learning)		
Monday	For Learning) Engage learners to sing	☐ experiment with	What have we learnt
Monday	For Learning) Engage learners to sing songs and recite familiar	☐ experiment with available	What have we learnt
Monday	For Learning) Engage learners to sing songs and recite familiar	☐ experiment with available instruments/elements,	What have we learnt today?
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques	What have we learnt today? Ask learners to
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature,	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs,	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs, customs, religion,	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the	What have we learnt today? Ask learners to summarize the main
Monday	For Learning) Engage learners to sing songs and recite familiar	□ experiment with available instruments/elements, resources and techniques to determine their nature, suitability and safety in order to compose and perform music, dance or drama that reflect other cultures in Africa; □ talk about the history and culture (e.g. their beliefs, customs, religion, festivals) of the people from other parts of the Africa;	What have we learnt today? Ask learners to summarize the main

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

Learning Inc	dicator (s) (Ref. No.)	B3.2.4.2.1 Listen and say wo	ords 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 identica	I sounds from poems
		• The learner s	should read poems and
	recognise rhyming words		vords
Week Endin	g		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	• Let learners explore a	What have we learnt
	songs and recite	rhyme they know.	today?
	familiar rhymes	• Read poems to learners.	
		Ask learners to listen	Davias sthatlanda a sustitu
		attentively and pick words	Review the lesson with
		with identical sounds.	learners
		• Let learners say the	
		words with identical	
		sounds from the poem.	
		• Let learners use the	
		words to form their own	
		sentences.	
		Assessment: let learners	
		say words with identical	
		sounds from poems	
		Sounds from poems	
	Engage leaners to sing	• Let learners explore a	What have we learnt
	songs and recite	rhyme they know.	today?
	familiar rhymes	 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	, <u> </u>	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.	
	pociii.	
	Assessment: let learners	
	read poems and recognise	
	rhyming words	
	Ι, σ	

TERM TWO BASIC FOUR WEEK FOUR

WEEKLY SCHEME OF LEARNING- WEEK FOUR BASIC FOUR

Name of School.....

Week Endir	ng		
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curricului	n Page
Learning In	dicator(s)	B4.1.7.1.1 B4.2.6.4.1	B4.3.4.1.1.
		B4.4.9.3.1. B4.5.4.1.3	B4.6.1.1.1.
Performance Indicator		based on knowled intonation	truct meaning from texts ge of stress, rhythm and d vocabulary stock through
		affixation C. Learners can us	se adjectives to make
			iew and revise the one-ing out irrelevant details
		verbs to relate past	he present perfect form of events to the present
			a variety of age- and level
		appropriate books	•
		paragraph summary	
Teaching/ Learning Resources		Word cards, sentence card	•
		on a manila card and a clas	<u> </u>
-		ovation Communication and	
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
		I	T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Use various types of	today?
	rhymes	sentences/utterances to	
		model stress and	Ask learners to
		intonation as well as	summarize the main
		rhythm. You may also	points in the lesson

		read out extracts from stories and poems. • Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce learners to stress, rhythm and intonation. • In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions. Assessment: Have learners listen to stories such as "Ananse and the Black Pot", "The Hawk and the Hen", etc. and identify examples of effective use of stress, rhythm and intonation.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise prefixes and suffixes by breaking down some common words into their roots- prefix/suffix components. e.g. happy + ness = happiness un + happy + ness = unhappiness • Guide learners to play games, e.g. Affixes Game. Write prefixes and suffixes on cards. Learners take turns to pick these from the basket or bag. If a learner is able to add a root to the prefix or the suffix and read out the word correctly, he/she keeps it. At the end of the	What have we learnt today? Ask learners to summarize the main points in the lesson

		game, the child with the largest number of cards wins the game. • Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences. Assessment: let learners play games, e.g. Affixes	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own. Introduce regular adjective forms: - Regular adjective form their imperative by adding er Assist learners with examples to use comparative adjectives appropriately. Learners form sentences with the comparative forms of adjectives Assessment: let learners use adjectives to make	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	comparison D.WRITING Have pupils revise their first draft Encourage learners to make as many changes as necessary to improve their work.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners	
		review and revise the one-	
		paragraph draft taking out	
		irrelevant details	
Friday	Engage learners to sing	E.WRITING CONVENTION	What have we learnt
,	songs and recite familiar	Let two pairs come	today?
	rhymes	together to form bigger	,
	,	groups to edit their work	Ask learners to
		one after the other.	summarize the main
		Pairs of learners read	points in the lesson
		their work to the class for	P • · · · · · · · · · · · · · · · · · ·
		discussion	
		41364331011	
		Assessment: let learners E	
		use the present perfect	
		form of verbs to relate	
		past events to the present	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
Tilday	choose and read books	Guide learners to choose	what they read to the
	during the library period	and read independently	whole class
	during the library period	books of their choice	WHOIC Class
		during the library period.	
		• Learners think-pair-	
		share their stories with	
		peers.Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback	
		CIGSS TOT TEECNBER	
		Assessment: let learners	
		read a variety of age- and	
		level appropriate books	
		and present a-two-	
		paragraph summary of	
		each book read	
		Eacii Dook ledu	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.1.4 B4.1.3.1.4	
Performance Indicator	Learners can find the simplest form of given fractions by dividing through by the highest common factor (i.e. by cancelling through by factors). Learners can recognise fractions that are greater than one (i.e. improper fractions), draw and label such fractions with their symbols	
Strand	Number	
Sub strand	Number Operations	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Find the simplest form of	Review the lesson with
		a given fraction, divide	Learners
	I'm counting one, what	through by the highest	
	is one	common factor	
	1 - One is one alone,		
	alone it shall be.	÷ 4	Assessment: have
		$\frac{8}{12} = \frac{2}{3} \frac{\text{divide by } 2.4}{\text{divide by } 2} = \frac{2}{3}$ $\frac{\text{divide by } 2.42}{\text{divide by } 2.5} = \frac{2}{3}$	learners to practice with
		÷ 4	more examples
Tuesday	Sing songs like:	To find the simplest form	Review the lesson with
		of a given fraction,	Learners
	I'm counting one, what	express the numerator	
	is one	and denominators as	
	1 - One is one alone,	factors and divide through	Assessment: have
	alone it shall be.	by common factors.	learners to practice with
		$\frac{8}{12} = \frac{\cancel{\cancel{Z}} \times \cancel{\cancel{Z}} \times \cancel{\cancel{Z}}}{\cancel{\cancel{Z}} \times \cancel{\cancel{Z}} \times \cancel{\cancel{Z}}} = \frac{2}{3}$	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 improper fractions (i.e. where the fraction is bigger than I or the numerator in larger than the denominator). Examples are 9/4 and 7/6 (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions (i.e. 2/4 and I/6). Ask pupils to change given improper fractions to mixed fractions	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	Ask pupils to express given coloured mixed fractions as improper fractions or draw and colour given improper fraction (e.g. sevenfourths, eleven-eights, 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	Use number line to present more mixed fractions for pupils to identify and state their improper fractions	Review the lesson with Learners Assessment: have learners to practice with more examples

		Г	
Week Endir	ng		
Class		Four	
Subject			
Reference	ference Science curriculum Page		
Learning Indicator(s)		B4.3.1.1.1	
Performance Indicator		Learners can know the organs of the digestive system	
		and their functions	
Strand SYS ⁻		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEM	S
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	Show videos, pictures and	What have we learnt
	songs and recite familiar	models of the digestive	today?
	rhymes	system.	
		 Learners keenly observe 	Ask learners to
		the organs of the digestive	summarize the important
		system.	points of the lesson
		 Explain to learners the 	
		functions of the various	
		organs in the digestive	
		system.	
		• Learners draw a	
		diagram of the digestive	
		system and cut out the	
		various parts of the	
		system into flash cards	
		Assessment: let learners	
		identify the organs of the	
		digestive system and their	

functions

Thursday	Engage learners to sing	Learners randomly pick	What have we learnt
	songs and recite familiar	the parts of the digestive	today?
	rhymes	system on flashcards.	
		 Learners build the 	Ask learners to
		digestive system by	summarize the important
		arranging the parts in an	points of the lesson
		orderly manner as they	
		appear in the digestive	
		system.	
		Engage learners in an	
		activity to role-play the	
		various parts of the	
		digestive system and their	
		functions, with the aid of	
		flashcards.	
		Assessment: let learners	
		build the digestive system	
		by arranging the parts in	
		an orderly manner as they	
		appear in the digestive	
		system.	

Week End	ing		
Class		Four	
Subject Reference		OUR WORLD OUR PEOPLE	
		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B4.2.3.1.1.	-
Performance Indicator		Learners can draw a	sketch map the school
		environment	
Strand		ALL AROUND US	
Sub stranc		Map Making and Land Marl	KS
Teaching/	Learning Resources	Pictures	
Core Comp	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)		
Tuesday	Engage learners to sing	Learners identify the key	What have we learnt
	songs and recite familiar	features of the school	today?
	rhymes	environment e.g.	
		classroom blocks, canteen,	Ask learners to
		library, playground,	summarize the main
		computer laboratory	points in the lesson
		Assessment: let learners	
		identify the key features	
		of the school environment	
Thursday	Engage learners to sing	Learners draw a sketch	What have we learnt
•	songs and recite familiar	map of the school and	today?
	rhymes	indicate key features on it	-
			Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		draw a sketch map the	

school environment and indicate key features on it

Week Ending	·		
Class		Four	
Subject		RELIGIOUS AND MORA	L EDUCATION
Reference		RME curriculum Page	
Learning Indicator(s)		B4 2.1.1.3	
Performance Indicato	r	Learners can differentiate between religiou	
		and non-religious songs.	
Strand		Religious Practices and their Moral	
		Implications	
Sub strand		Religious Worship, Prayer and other Religious	
		Practices	
Teaching/ Learning Re	sources	Pictures	
Core Competencies: C	reativity and Innovation	Communication and Co	ollaboration Personal
Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN	PHASE 3: REFLECTION

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN	PHASE 3: REFLECTION
	MINS	40MINS	10MINS
	(Preparing The Brain	(New Learning	(Learner And
	For Learning)	Including	Teacher)
		Assessment)	
Friday	Engage learners to	Let groups list titles of	What have we learnt
	sing songs and recite	religious and	today?
	familiar rhymes	irreligious songs.	
		 Let learners sing 	Ask learners to
		some religious and	summarize the main
		irreligious songs	points in the lesson
		Assessment: let	
		learners differentiate	
		between religious and	
		non-religious songs	

Week Endir	ng		
Class		Four	
Subject		HISTORY	
Reference	ference History curriculum Page		
Learning In	dicator(s)	B4.2.5.1.1	
Performance Indicator		Learners can identify the role played by some	
		traditional rulers in the national development	
Strand		My Country Ghana	
Sub strand		SOME SELECTED INDIVIDUA	ALS
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	Name some traditional	What have we learnt
	songs and recite familiar	chiefs and queen-mothers	today?
	rhymes	from the major ethnic	
		groups and state the	Ask learners to
		reasons why they are	summarize the main
		considered significant in	points in the lesson
		Ghana's history. Dode	
		Akaibi of Accra, Ndewura	
		Akaibi of Accra, Ndewura Jakpa of Gonja, Osei Tutu I	
		·	
		Jakpa of Gonja, Osei Tutu I	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina Nketsia I of Esikado etc	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Nana Kobina Nketsia I of Esikado etc Assessment: let learners	
		Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina Nketsia I of Esikado etc Assessment: let learners identify the role played by	
Thursday	Engage learners to sing	Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Nana Kobina Nketsia I of Esikado etc Assessment: let learners identify the role played by some traditional rulers in	What have we learnt
Thursday	Engage learners to sing songs and recite familiar	Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga, Nana Kobina Nketsia I of Esikado etc Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today?

groups and state the reasons why they are

considered significant in	Ask learners to
_	
Ghana's history. Dode	summarize the main
Akaibi of Accra, Ndewura	points in the lesson
Jakpa of Gonja, Osei Tutu I	
of Asante, Gbewaa of	
Pusiga , Nana Kobina	
Nketsia I of Esikado etc	
Assessment: let learners	
identify the role played by	
some traditional rulers in	
the national development	

Week Ending		
Class	four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4 2.2.2.2.	
Performance Indicator	Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of the natural and manmade environments in some Ghanaian communities	
Strand	Performing Arts	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② explore the local	today?
	rhymes	surroundings to select	
		available instruments,	Ask learners to
		sounds, rhythms,	summarize the main
		movement patterns, etc.	points in the lesson
		that are suitable for	
		composing and	
		performing music, dance,	
		drama, poems, etc.;	
		② experiment with the	
		available instruments,	
		sounds, movement	
		patterns, melody, etc. to	
		perform some	
		compositions of some	
		Ghanaian artists studied	
		which reflect the natural	
		and manmade	
		environments of some	
		communities;	

		Assessment: let learners create performing artworks based on own views	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss and share their experiences for peer review.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners create performing artworks based on own views	

Week End	ing				
Class		Four			
Subject		PHYSICAL EDUCATION			
Reference		PE curriculum Page			
Learning Indicator(s)		B4.2.1.2.1			
Performance Indicator		Learners can distinguish between self-space and open			
		space.			
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES			
Sub strand		SPACE AWARENESS, DYNAMICS, RELATIONS, BODY			
		MANAGEMENT AND STRATEGIES			
Teaching/ Learning Resources		cones			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal					
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including	10MINS		
	(Preparing The Brain	Assessment)	(Learner And Teacher)		
	For Learning)				
Friday	Learners jog round a	Learners explain the	What have we learnt		
	demarcated area in files	difference between self-	today?		
	while singing and	space and open space			
	clapping to warm-up the	through	Use answers to		
	body for maximal	discussion.	summarise the lesson.		
	performance and to	i. Learners also use			
	prevent injuries	indicate self-space and			
		open space by ticking the			
		spaces provides on a sheet			
		appropriately.			

Week Ending				
Class	four			
Subject	COMPUTING			
Reference	Computing curriculum Page			
Learning Indicator(s)	B4.1.3.1.2.			
Performance Indicator	Learners can use strategies for classifying data into			
	information (i.e. sorting and classifying)			
Strand	WORD PROCESSING			
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE			
Teaching/ Learning Resources	Laptop			
Care Competencies, Creativity, and Innovation Communication and Callaboration Reviews				

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to identify	What have we learnt
Wednesday	songs and recite familiar	and record data in the	today?
	rhymes	different forms (e.g. age,	
		shoe size, etc.)	Ask learners to
		Assist learners to extract	summarize the main
		and classify the relevant	points in the lesson
		data into information	
		Assessment: let learners	
		use strategies for	
		classifying data into	
		information (i.e. sorting	
		and classifying)	

Learning Indicator (s) (Ref. No.)		B4.2.6.1.3 Answer factual questions.			
zearming maneater (o) (men reel)		B4.2.7.1.1. Explain the meanings of unfamiliar words			
		in a text.			
		B4.2.7.1.2 Explain the mear	nings of figurative		
		expressions in a text.	Barative		
Performan	ce Indicators	·	should answer factual		
Cironnan	ce maleators	questions.	silodia diiswei ideeddi		
		•	should explain the		
		meanings of unfami	-		
		• The learner s	should explain the		
		meanings of figurati	ve expressions in a text.		
Week Endir	ng				
Reference		Ghanaian Language curricu	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		
	DUACE 4 CTARTER 40	DUACE O MANN 40441416	D		
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)	a Lat laarmara raad tha	What have we learnt		
	Engage leaners to sing songs and recite	Let learners read the	today?		
	familiar rhymes	passage again in turns. • Call a learner to ask a	today:		
	Taitillai Tilyilles				
		question based on the			
		passage read for the other learners to answer.			
		Ask questions for			
		learners to answer.			
		learners to answer.			
			Review the lesson with		
		Assessment: let learners	learners		
		answer factual questions.			
	Engage leaners to sing	Lead learners to sing a	What have we learnt		
	songs and recite	song.	today?		
	familiar rhymes	 Read a passage silently. 			
		 Ask learners to recognise 			
		and write unfamiliar			
		words down.			

	• Let learners mention the	
	words to the class.	
	 Write the words on the 	
	board and group learners	
	to find the meanings of	
	the given words.	
	In groups, let the	
	learners explain the	
	meanings of the	
	unfamiliar words in a text	
	among themselves.	Review the lesson with
		learners
	Assessment: let learners	
	explain the meanings of	
	unfamiliar words in a text.	
Engage leaners to sing	• Read a passage.	What have we learnt
songs and recite	 Write the figurative 	today?
familiar rhymes	expressions in the passage	
	on the board.	
	 Lead learners to read 	
	the figurative expressions	
	as a group and	
	individually.	
	 Lead learners through 	
	discussion to find the	
	meanings of the figurative	
	expressions.	
	 Let learners find the 	
	meanings of more	
	figurative expressions.	Review the lesson with
	ingui active expressions:	learners
	Assessment: let learners	
	explain the meanings of	
	figurative expressions in a	
	text	
	icki	

TERM TWO BASIC FIVE WEEK FOUR

Name of School.....

Week Endi	ng			
Class		Five		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning In	dicator(s)	B5.1.6.3.3. B5.2.6.4.3 B5.5.4.1.1. B5.6.1.1.1	5.3.2.1.4. B5.4.9.3.2	
Performance Indicator		A. Learners can responsive further clarification B. Learners can use we audience, context type of texts persuasive language (spoken/written), etc C. Learners can identify that, these/then D. Learners can edit/capitalisation, usan spelling E. Learners can differ simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the forms are used in specific to the simple past and the simp	vords suitable for purpose, and culture in relation to: (expository/explanatory, e, argumentative), medium register (formal/informal) fy and use demonstratives:	
Teaching/	Learning Resources	Word cards, sentence card	•	
		on a manila card and a class library.		
•	<u>•</u>	novation Communication and Fhinking 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)	
Monday	Engage learners to sing songs and recite familiar rhymes	Revise the activity on the talk show. Learners give examples of some vocabulary learnt.	What have we learnt today?	

		Together with learners,	Ask learners to
		choose a topic and initiate	summarize the main
		a conversation. Encourage	points in the lesson
		learners to ask questions	
		for clarification, and use	
		appropriate expressions.	
		• Put pupils into groups.	
		Have each group choose a	
		theme and initiate a	
		conversation on their	
		theme. Have the others	
		listen and ask questions.	
		Have the group respond	
		to the questions to give	
		further clarifications	
		Assessment: let learners	
		respond to questions to	
		give further clarification of	
		an opinion	
Tuesday	Engage learners to sing	B.READING	What have we learnt
,	songs and recite familiar	Demonstrate the use of	today?
	rhymes	the key elements in	·
		writing. E.g. purpose,	Ask learners to
		audience, setting,	summarize the main
		characters etc.Have learners to role-	points in the lesson
		play a simple story to	
		bring out the importance	
		of these elements and	
		their usage.	
		Assessment: let learners	
		identify the importance of the elements in writing.	
		the elements in writing.	
		C.GRAMMAR	What have we learnt
Wednesday	Engage learners to sing	0.010 (10110) (10	
Wednesday	songs and recite familiar	Have learners identify	today?
Wednesday		Have learners identify demonstrations like	today?
Wednesday	songs and recite familiar	Have learners identify demonstrations like this/that, these/those in	today? Ask learners to
Wednesday	songs and recite familiar	Have learners identify demonstrations like	today?

		• Guide learners with examples to write down the demonstratives. Assessment: let learners	
		use demonstratives: – this/that, these/those to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners pick up their clean draft (Refer to B5 4.9.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling. Tips for learners i. Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark. ii. Have I used commas correctly? iii. Do my sentences start with capital letters? iv. Have I capitalised proper nouns? • Have learners do peer editing. • Have them prepare neat final copies. • Guide them to proofread the final copies before publishing Assessment: let learners edit/proofread draft, checking capitalisation, usage of punctuation and spelling	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.WRITING CONVENTION AND GRAMMAR USAGE Distribute a sample story and let learners identify the present perfect tense	What have we learnt today?

		to observe how they are	Ask learners to
		used in sentences.	summarize the main
		Working in pairs,	points in the lesson
		learners write their own	points in the resson
		story using the present	
		perfect tense	
		Guide learners to do	
		their own editing paying	
		attention to the correct	
		use of the present perfect	
		tense	
		Guide learners to	
		identify uses of the present perfect tense.	
		Have learners compare	
		how the simple past and	
		the present perfect	
		tense forms are different	
		Assessment: let learners	
		differentiate between	
		how the simple past and	
		the present perfect	
		tense forms are used in	
		speech and in writing	
Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Have learners read	what they read to the
	during the library period	independently books of	whole class
	71	their choice during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-three	
		paragraph summary of the	
		book read.	
		Invite individuals to	
		present their work to the	
		class for feedback	
	1		

Assessment: let learners
read a variety of age- and
level appropriate books
and present at least a-
three-paragraph summary
of each book read

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B51412 B51413
Performance Indicator	Learners can Compare and order decimal fractions and a mixture of common and decimal fractions (up to the thousandths) using the symbols <, >, or =. Learners can Round decimals to the nearest tenth and hundredth
Strand	Number
Sub strand	Number: Fractions
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3:
	10	(New Learning Including	REFLECTION
	MINS	Assessment)	10MINS
	(Preparing The Brain		(Learner And
	For Learning)		Teacher)
Monday	Sing songs like:	To compare and order a	Review the lesson
		mixture of common, decimal	with Learners
	I'm counting one,	and percent fractions, express	
	what is one	them in one form (i.e. either	Assessment: have
	1 - One is one alone,	common, decimal or percent);	learners to practice
	alone it shall be.	e.g. to order 0.758, 58 and 73%;	with more examples
	2 - Two pair, two	we have →58 =6251000 =	
	pair come pair let us	62.5%, 0.758 =7581000 =	
	pair	75.8%, and 73% =73100 = 0.73,	
	3 - Turn around	Hence the order from least to	
	4 - Follow me	the largest is 58, 73% and 0.758	
	5 - Fire		
Tuesday	Sing songs like:	To compare and order a	Review the lesson
		mixture of common, decimal	with Learners
	I'm counting one,	and percent fractions you can	
	what is one	locate the fractions on the	
	1 - One is one alone,	number and order them	
	alone it shall be.		

		Γ	A - 5	$\mathbf{B} = 0.78$ $\mathbf{C} = 8$	5%	Assessment: have
		A = 8 0 0.1 0.2 0.3 0.4 0.3 0.6 0.7 0.8 0.9 1.0		learners to practice		
		0 <u>1</u>	0 10 10 10 10 10 10 10 10 10 10 10 10 10		with more examples	
Wednesday	Sing songs like:	Explain the rule for of rounding			Review the lesson	
vveunesuay	Sing songs like.	•				
	l'as sountine and		imals, which		ar to	with Learners
	I'm counting one,		of roundi	_	l:	A
	what is one		nbers. That			Assessment: have
	1 - One is one alone,		nearest te			learners to practice
	alone it shall be.		rounded fi	_		with more examples
	2 - Two pair, two	_	t after the			
	pair come pair let us		nding to th			
	pair		dredth me		_	
	3 - Turn around	rou	nded figur	e has two	digits	
	4 - Follow me	afte	r the decir	nal mark		
	5 - Fire		8 **	Rounding 5674.875 bunded to 0 > 85670		
		1 dec	imal or $\frac{1}{10}$ place imal or $\frac{1}{100}$ place	85700 85674. 85674.	9 88	
Thursday	Sing songs like:		a table wi		l	Review the lesson
,		dec	imals fract	ions and	explain	with Learners
	I'm counting one,		rule for of		•	Assessment: have
	what is one		imals. Give	_	learners to practice	
	1 - One is one alone,	decimal fractions to round to				with more examples
	alone it shall be.	0.00				
	2 - Two pair, two		Fraction	Round	Result	
	pair come pair let us			to		
	pair			Nearest		
	3 - Turn around	Α	0.38	1/10	0.4	
	4 - Follow me	В	4.085	1/10		
		С	56.584	1/100		
	5 - Fire	D	18.096	1/100		
		E				
		the	nearest te	nths or		
		hun	dredths			
Friday	Sing songs like:	Ask students to change			Review the lesson	
·		frac	tions to de	cimal wri	ting	with Learners
	I'm counting one,	thei	r results to	the near	est	
	what is one	tent	hs or hund	dredths.		
	1 - One is one alone,					Assessment: have
	alone it shall be.					learners to practice
	2 - Two pair, two					with more examples
	pair come pair let us					
	pair					
	3 - Turn around					
	3 Turri arounu	<u> </u>				

4 - Follow me		Fraction	Round	Result	
5 - Fire			to Nearest		
	Α	0.38	1/10	0.4	
	В	4.085	1/10		
	С	56.584	1/100		
	D	18.096	1/100		
	Ε				

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B5.2. 2.1.2
Performance Indicator	Learners can compare the differences in germination
	of bean and maize seeds
Strand	2: CYCLES
Sub strand	2: LIFE CYCLES OF ORGANISMS
Teaching/ Learning Resources	Pictures

Core Competencies: Creativity and Innovation Communication and Collaboration Personal

Development and Leadership Critical Thinking and Problem Solving. Communication and
Collaboration, Critical Thinking and Problem-Solving

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Learners are assisted to	Learners are assisted to	What have we learnt
	review their previous	plant the bean and maize	today?
	knowledge on seed	seeds using transparent	
	germination	containers and soil.	Ask learners to
		 Learners are guided to 	summarize the important
		observe	points of the lesson
		(1) the dry seed	
		(2) when it absorbs water	
		and swells	
		(3) rapturing of the seed	
		coat	
		(4) sprouting of the root	
		(5) sprouting of the stem	
		and seed leaves	
		(6) the elongation of the	
		root and stem.	
		Assessment: let learners	
		compare the differences	
		in germination of bean	
		and maize seeds	

Thursday	Engage learners to sing	• Learners find out where	What have we learnt
	songs and recite familiar	the seed leaves	today?
	rhymes	(cotyledons) remain,	
		inside the soil or above	Ask learners to
		the soil.	summarize the important
		• NB: This activity will take	points of the lesson
		some days.	
		Assessment: let learners	
		find out where the seed	
		leaves (cotyledons) remain	

Week End	ing		
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B5.2.4.1.1	
Performa	nce Indicator	Learners can explain the fea	atures of rural settlemen
Strand		ALL AROUND US	
Sub stranc	<u>t</u>	Population and Settlement	
Teaching/	Learning Resources	Pictures	
	T	T =	T
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)	10MINS (Learner And Teacher)
DAYS Tuesday	MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment) Learners talk about the	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Learners talk about the features of rural and	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment) Learners talk about the	10MINS (Learner And Teacher) What have we learnt
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is	10MINS (Learner And Teacher) What have we learnt today?
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in	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 familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few	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 familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far	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 familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban	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 familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the	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 familiar	(New Learning Including Assessment) Learners talk about the features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there	10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main

in the rural and urban settlements of Ghana. What can do to get food and money e.g. rural settlement: crop farming, animal rearing, hunting

Assessment: let learners explain the features of

rural settlements

1		
Engage learners to sing	Learners talk about the	
songs and recite familiar	features of rural and	
rhymes	urban settlements e.g. in	
	rural settlements there is	
	small population, few	
	buildings, people living far	
	apart. In urban	
	settlements the	
	population is large, there	
	is large market.	
	Assessment: let learners	
	draw a rural and urban	
	settlements, showing	
	some features.	
		songs and recite familiar rhymes features of rural and urban settlements e.g. in rural settlements there is small population, few buildings, people living far apart. In urban settlements the population is large, there is large market. Assessment: let learners draw a rural and urban settlements, showing

Week Ending	
Class	Five
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B5 2.1.1.2
Performance Indicator	Learners can explain the moral significance of religious
	songs and recitations
Strand	2: Religious Practices and their Moral Implications
Sub strand	1: Religious Worship in the Three Major Religions in Ghana
Teaching/ Learning Resources	Pictures

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)
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, in groups, discuss the importance of religious songs in worship: they encourage worship; they make worship lively, they tell us about the nature and attributes of God in melodious and harmonious manner, etc. • Let Learners compose simple religious songs and poems. Assessment: let learners explain the moral significance of religious songs and recitations	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endi	ng		
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B5.4.3.2.1	
	ce Indicator	Learners can describe	the economic measures
		introduced during the	
		transport and communicati	
Strand		Colonisation and Developm	nents under Colonial Rule in
		Ghana	
Sub strand		Economic Developments U	nder Colonial Rule
Teaching/ I	Learning Resources	Pictures	
		novation Communication an	d Collaboration Personal
-	•	Thinking and Problem Solvir	
	<u> </u>		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Identify the economic	What have we learnt
	songs and recite familiar	policies and projects	today?
	rhymes	during the colonial era.	
			Ask learners to
	What were these		summarize the main
	economic development	Assessment: let learners	points in the lesson
	under colonial rule?	identify the economic	
		policies and projects	
		during the colonial era.	
Thursday	Engage learners to sing	Identify the economic	What have we learnt
	songs and recite familiar	policies and projects	today?
	rhymes	during the colonial era.	
			Ask learners to
	What were these		summarize the main
	economic development	Assessment: let learners	points in the lesson
	under colonial rule?	identify the economic	
		policies and projects	
		during the colonial era.	

Week Ending		
Class	Five	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B5 2.2.2.2	
Performance Indicator	Learners can experiment with available relevant	
	performing arts media and techniques to create own	
	performing artworks that reflect the physical and	
	social environments of some communities in Africa	
Strand	2: Performing Arts	
Sub strand	2: Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② explore the local	today?
	rhymes	environment to select	
		available instruments,	Ask learners to
		equipment, sounds,	summarize the main
		melody, rhythms,	points in the lesson
		movement patterns that	
		are good for	
		composing/arranging and	
		performing music, dance,	
		drama, poems,	
		appellations, etc.;	
		② experiment with the	
		available instruments,	
		equipment, sounds,	
		movement patterns,	
		melody etc. to perform	
		some of the compositions	
		of the Ghanaian artists	
		studied that reflect the	
		physical and social	
		environment of some	
		communities in Africa;	

		Assessment: let learners create own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	 discuss and share their experiences through peer review Assessment: let learners 	What have we learnt today? Ask learners to summarize the main
		create own performing artworks	points in the lesson

Week En	ding		
Class five			
Subject		PHYSICAL EDUCATION	
Referenc	e	PE curriculum Page	
Learning	Indicator(s)	B5.2.1.2.1	
Performa	nce Indicator	Learners can describe w	ays to create more space
		between an offensive play	er and a defensive player.
Strand		MOTOR SKILL AND MOVEN	MENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching	/ Learning Resources	ball	
Core Con	petencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
Developr	nent and Leadership Critical	Thinking and Problem Solvi	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners explain with	End the lesson with cool
Tilday	200111010 308 100110 0		

players to create space for

themselves in order to

have enough room to

enables learners to perform better.

pace.

operate. Adequate space

Learners practice the skill, observe and give them corrective feedback.
Ensure that learners progress at their own

questions to summarise

the lesson

while singing and

body for maximal

prevent injuries

performance and to

clapping to warm-up the

Week Ending	g		
Class		five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Ind	icator(s)	B5.5.1.3.1. B5.5.1.3.2.	B5.5.1.3.3.
Performance	e Indicator	Learners can describe datab	ases
		Learners can discuss the importance and uses of database.	
		Learners can describe the ty	pes of database.
Strand		5: PROGRAMMING AND DA	TABASES
Sub strand		1: INTRODUCTION TO DATA	BASES, ALGORITHM AND
		PROGRAMMING.	
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developmen	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)		
	Engage learners to sing	Guide learners to identify	What have we learnt today?
Wednesday	songs and recite familiar	the features of a database	
	rhymes	and the types of databases	Ask learners to summarize the
		that exist. Ask learners to	main points in the lesson
		select the databases from	
		a list of items written on	
		the board	
		Play a video of the	
		importance and uses of	
		databases and ask learners	
		to mention other uses of	
		database and their	
		importance. Assist learners	
		to realise that Database	
		designers typically organise	
		the data to model aspects	
		of reality in a way that	
		supports processes	
		requiring info Guide	
		learners to describe the	
		learners to describe the	

types of database

	Assessment: let learners describe the types of	
	database	

Learning Indicator (s) (Ref. No.)		B5.2.7.1.1 Explain the meaning of unfamiliar words in	
		a text.	
		B5. 2.7.1. 2 Explain the meaning of figurative	
		expression in a text and ans	swer questions on the
		passage.	
Performa	nce Indicators	The learner	should explain the
		meaning of unfamili	ar words in a text.
		The learner s	should explain the meaning
			sion in a text and answer
		questions on the pa	ssage.
Week End	ling		
Reference		Ghanaian Language curric	ulum
			ululli
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		What have we learnt
	songs and recite	four paragraphs aloud in	today?
	familiar rhymes	class.	
		Let learners read the	
		passage silently for a few	
		minutes.	
		Assist the learners to	
		explain the meanings of	
		unfamiliar words in the	
		text	
			Review the lesson with
			learners
		Assessment: let learners	icallicis
		explain the meaning of	
		unfamiliar words in a text.	

Engage leaners to si songs and recite familiar rhymes	ng	 Read a passage consisting of more than five paragraphs aloud. Ask learners to read and recognise some figurative expressions from the passage. Point out to learners some of the figurative expressions in the passage that you read to them. Guide the learners to explain meanings of figurative expressions in a text. 	What have we learnt today? Review the lesson with learners
		Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.	
Engage leaners to si songs and recite familiar rhymes	ng	 Allow learners to read a paragraph each. In groups, let learners read the passage and tell what understanding learners get. Guide the learners to answer questions based on the passage. 	What have we learnt today?
		Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.	Review the lesson with learners

TERM TWO BASIC SIX WEEK FOUR

Name of School.....

Week Endi	ng			
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning In	dicator(s)	B6.1.6.3.3. B6.2.6.4.2. B6.3.5.1.2 B6.4.9.3.1 . B6.5.4.1.2 B6.6.1.1.1.		
Performan	ce Indicator	 A. Learners can ask and answer questions about key details on topics under discussion. B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns) C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can explore the use of the simple past verb form and participle form F. Learners can read and critique a variety of ageand level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read 		
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal	
Developme	ent 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)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Put learners into groups	today?	
	rhymes	to discuss topics such as		
		"How I spend my holidays;		
		My future career" etc.		

		Encourage learners to	Ask learners to
		ask and answer questions	summarize the main
		for clarification about key	points in the lesson
		details. Ensure	points in the lesson
		appropriate vocabulary	
		use by dropping hints and	
		showing word cards	
		Showing word cards	
		Assessment: let learners	
		ask and answer questions	
		about key details on	
		topics under discussion	
Tuesday	Engage learners to sing	B .READING	What have we learnt
,	songs and recite familiar	Introduce these one at a	today?
	rhymes	time.	,
	,	Provide and discuss	Ask learners to
		examples.	summarize the main
		Learners play games	points in the lesson
		with the activity in	
		pairs/groups	
		pail 3/ 81 0 a p3	
		Assessment: let learners	
		use playful words in	
		spoken and written	
		language (jokes, riddles,	
		puns)	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
	songs and recite familiar	Revise subject-verb	today?
	rhymes	agreement concept	
		learners have learnt in B4	Ask learners to
		and B5 by writing	summarize the main
		examples of sentences on	points in the lesson
		the board and discussing	
		them with learners.	
		Have groups of learners	
		discuss and exemplify the	
		following: – A singular	
		subject goes with a	
		singular verb. – A plural	
		subject goes with a plural	
		verb. – A collective subject	
		dly denote to the MTN no. 024	5050504 (N) 5000 A

		goes with singular or	
		plural verb.	
		Present a text. Put the	
		class into groups to	
		identify sentences	
		showing subject –verb	
		agreement involving	
		Indefinite pronouns as	
		subjects. Each group	
		presents its work.	
		 Conduct suitable drills 	
		for learners to have	
		practice. Learners sit in	
		groups to converse on a	
		topic. E.g. "What the	
		people in my family do	
		daily".	
		Assessment: let learners	
		use appropriate subject-	
		verb agreement	
		(indefinite pronouns,	
		Singular/plural and	
		Collective nouns in	
		sentences	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
inarsaay	songs and recite familiar	Have learners review their	
	rhymes	first draft by reading it	today:
	Tilyines	slowly and critically	Ask learners to
		several times to identify	summarize the main
		•	
		words/expressions that need to be cancelled.	points in the lesson
		Guide learners with the	
		questions below:	
		iv. Are your ideas in order	
		and easy to understand?	
		v. Are all the sentences	
		talking about the main	
		idea of the paragraph?	
		vi. Are all the paragraphs	
		talking about the topic?	

		Have learners read their	
		partners' draft and offer	
		suggestions.	
		Encourage learners to	
		make as many changes as	
		are necessary to improve	
		their drafts.	
		Have learners make a	
		clean draft for publishing	
		Assessment: let learners	
		review, and revise a draft	
		to produce a coherent	
		piece	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Let learners write a story.	
		E.g. about what happened	Ask learners to
		after school on Monday.	summarize the main
		Discuss the essay topic	points in the lesson
		with learners and use the	
		webbing strategy to help	
		them write on the chosen	
		topic. Learners write	
		individually.	
		Learners exchange their	
		work for editing as	
		teacher guides by focusing	
		on the past verb form and	
		participle form.	
		Assist those whose	
		essays are only in the	
		simple past to some in the	
		past participle tense.	
		Learners rewrite their	
		essays incorporating the	
		corrections.	
l	1	l	1

		Assessment: let learners	
		write on another topic	
		individually using the	
		simple past verb form as	
		well as the past participle	
		form	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
Triday	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback.	
		Encourage them to visit	
		the local library to read	
		and borrow books.	
		Encourage them to	
		share whatever they read	
		with their mates.	
		Assessment: let learners	
		read and critique a variety	
		of age- and level	
		appropriate books and	
		present a one-page critical	
		commentary based on a	
		set of criteria, on each	
		book read	
	1		

Class Subject Reference History curriculum Page Learning Indicator(s) Be.5.4.1.1 Performance Indicator Learners can explain post World War II developments in the Gold Coast Strand Journey to Independence Sub strand Ghana Gains Independence Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (New Learning Including (Preparing The Brain For Learning) Tuesday Engage learners to sing songs and recite familliar rhymes Why was the Coussey Committee established? Assessment: let learners identify the main recommendation in the Coussey committee report. Thursday Engage learners to sing songs and recite familliar rhymes Engage learners to sing songs and recite familliar rhymes Engage learners to sing songs and recite familliar recommendation in the Coussey committee report. Thursday Assessment: let learners identify the main recommendation in the Coussey committee report. Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson	Week Endin	ng		
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Assessment: let learners identify the main recommendation in the Coussey committee		,		Ask learners to
identify the main recommendation in the Coussey committee				summarize the main
identify the main recommendation in the Coussey committee			Assessment: let learners	points in the lesson
recommendation in the Coussey committee			identify the main	
			•	
report.			Coussey committee	
			report.	

Week Ending	
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Class six			
Subject		SCIENCE	
Referenc	е	Science curriculum Page	
Learning	Indicator(s)	B6.4.1.1.1	
Performa	ance Indicator	Learners can compare renewable and non-renewable	
		sources of energy	
Strand		FORCES AND ENERGY	
Sub strar	nd	SOURCES AND FORMS OF ENERGY	
Teaching	/ Learning Resources	Pictures	
Core Con	npetencies: Creativity and Ir	nnovation Communication a	nd Collaboration Personal
Develop	lopment and Leadership Critical Thinking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
ı	MINS	(New Learning Including	10MINS

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 by asking the	What have we learnt
	songs and recite familiar	following questions: (1)	today?
	rhymes	what is energy? (2) Where	
		does energy come from?	Ask learners to
	Discuss the functions of	(answers to this question	summarize the important
	parts of plants with	may include the sun,	points of the lesson
	learners	batteries, food, firewood	
		and hydroelectric power	
		and thermal plants)	
		 Show pictures and 	
		videos of different sources	
		of energy such as the sun,	
		batteries, food and water.	
		Assessment: let learners	
		work in groups to identify	
		sources of energy and sort	
		them into sources that are	
		not depleted when used	
		(solar, wind and hydro	
		sources) and those that	
		are depleted after use	
		(firewood, batteries, food,	
		gasoline, diesel, kerosene,	
		etc.).	

Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
,	songs and recite familiar	identify sources of energy	today?
	rhymes	and sort them into sources	,
	,	that are not depleted	Ask learners to
		when used (solar, wind	summarize the important
		and hydro sources) and	points of the lesson
		those that are depleted	
		after use (firewood,	
		batteries, food, gasoline,	
		diesel, kerosene, etc.).	
		Learners present their	
		responses on flashcards	
		for a general discussion in	
		class.	
		Assist learners to build	
		their vocabulary by	
		introducing and explaining	
		the terms, "renewable"	
		and "non-renewable"	
		sources of energy and give	
		examples of such sources.	
		Assessment: let learners	
		compare renewable and	
		non-renewable sources of	
		energy	

Week Ending		
Class	six	
Subject	OUR WORLD OUR PEOPLE	
Reference Our World Our People curriculum Page		
Learning Indicator(s)	B6.2.4.1.1.	
Performance Indicator	Learners can describe internal migration in Ghana	
Strand	ALL AROUND US	
Sub strand	Population and Settlement	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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 brainstorm and come out with challenges associated with urban settlements: a) poor sanitation b) environmental pollution c) traffic congestion	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify challenges associated with urban settlements	
Thursday	Engage learners to sing songs and recite familiar rhymes	In groups discuss measures that can be taken to solve challenges associated with rural and urban settlements. E.g. provision of social amenities in the rural areas, creation of job opportunities for both rural and urban areas.	What have we learnt today? Ask learners to summarize the main points in the lesson

	Assessment: let learners	
	identify measures that	
	can be taken to solve	
	challenges associated with	
	rural and urban	
	settlements	

Week Ending		
Class	six	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B6.1.3.1.2 B6.1.3.1.3	
Performance Indicator	 A. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths) B. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction 	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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 add or subtract	Review the lesson with
		improper fractions with	Learners
	I'm counting one, what	different denominators, (2	
	is one	1/3 and 32/5) we need	
	1 - One is one alone,	find the Lowest Common	Assessment: have
	alone it shall be.	Denominator (LCD) and	learners to practice with
	2 - Two pair, two pair	use this to express the	more examples
	come pair let us pair	equivalent fractions. The	
	3 - Turn around	LCD is 15 and the	
	4 - Follow me	equivalent fractions are 2	
	5 - Fire	5/15 and 3 6/15; their	
		sum is 2 1/3 + 32/5 =2	
		5/15+ 3 6/15 = 5	
		(5+6)/15 which is 5	
		11/15; and difference	
		32/5 -2 1/3 = 1 (65)/15	
		= 1 1/15	
Tuesday	Sing songs like:	To add or subtract	Review the lesson with
		improper fractions with	Learners
		different denominators, (2	

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	1/3 and 32/5) we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are 2 5/15 and 3 6/15; their sum is 2 1/3 + 32/5 =2 5/15+3 6/15 = 5 (5+6)/15 which is 5 11/15; and difference 32/5 -2 1/3 = 1 (65)/15	Assessment: have learners to practice with more examples
	= 1 1/15	
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	To multiply a whole number by a mixed fraction (e.g. 3×2 2/3) one can multiply the whole number by the whole number and then whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. 3×2 $2/3 = (3\times2) + 3\times2/3) = 6 + 2/3 + 2/3 + 2/3 = 66/3 = 8$ or 3×2 $2/3 = 2$ $2/3 + 2$ $2/3 + 2$ $2/3 = 6$ $(2+2+2)/3 = 66/3 = 8$	Assessment: have learners to practice with more examples
Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	To multiply a whole number by a mixed fraction (e.g. $3 \times 2 2/3$) one can multiply the whole number by the whole number and then whole number by the	Review the lesson with Learners Assessment: have learners to practice with more examples
	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 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 Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 Sing songs like: To multiply a whole number by a mixed fraction and add the products or change the whole number by the whole number by the mixed fraction to improper fraction and multiply; i.e. 3 × 2 2/3 + 2/3 + 2/3 = 66/3 = 8 Sing songs like: To multiply a whole number by the whole number by the fraction and multiply; i.e. 3 × 2 2/3 = 6 (2+2+2)/3 = 66/3 = 8 Find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 15 and the equivalent fractions are 2 5/15 and 3 6/15; their sum is 2 1/3 + 32/5 = 2 5/15+3 6/15 = 5 (5+6)/15 which is 5 11/15; and difference 32/5 - 2 1/3 = 1 (65)/15 = 1 1/15 To multiply a whole number by the whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply; i.e. 3 × 2 2/3 = (3×2) + 3× 2/3) = 6 + 2/3+2/3+2/3 = 66/3 = 8 Sing songs like: To multiply a whole number by a mixed fraction (e.g. 3 × 2 2/3) one can multiply the whole number b

	3 - Turn around 4 - Follow me 5 – Fire	products or change the mixed fraction to improper fraction and	
		multiply; i.e. $3 \times 2 \ 2/3 = (3 \times 2) + 3 \times$	
		2/3) = 6 + 2/3+2/3+2/3 = 66/3 = 8 or 3 × 2 2/3 = 2	
		2/3+2 2/3+2 2/3 = 6 (2+2+2)/3 = 66/3 = 8	
		(2+2+2)/3 - 00/3 - 8	
Friday	Sing songs like:	To multiply a fraction by a	Review the lesson with
		whole number the	Learners
	I'm counting one, what	multiplication is	
	is one	interpreted as "of"; e.g.	
	1 - One is one alone,	2/3 ×5 means shade 2/3	Assessment: have
	alone it shall be.	of 5 ; i.e. finding two-	learners to practice with
	2 - Two pair, two pair	thirds of each of five	more examples
	come pair let us pair	objects; i.e. 2/3 ×5 is	
	3 - Turn around	2/3 of 5 quantities, which	
	4 - Follow me	leads 10 thirds, i.e. 2/3	
	5 - Fire	×5 = 10(1/3) = 10/3 = 31/3	

Week Endi	ng			
Class six		six		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning In	dicator(s)	B6 2.2.2.2		
Performance Indicator		Learners can brainstorm an	d generate ideas for	
		creating own performing ar	tworks that reflect the	
		physical and social environ	ments of some	
communities in the world				
Strand		Performing Arts		
Sub strand		Planning, Making and Comp	oosing	
Teaching/	Learning Resources	Pictures		
		ovation Communication and	d Collaboration Persona	
Developme	ent and Leadership Critical 7	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	Learners are to:	What have we learnt	
	songs and recite familiar	study the ideas, forms	today?	
	rhymes	and structures that		
			A - 1	
		constitute the physical	Ask learners to	
		constitute the physical and social environments	summarize the main	
		• •		
		and social environments	summarize the main	
		and social environments of some communities in	summarize the main	
		and social environments of some communities in the world;	summarize the main	
		and social environments of some communities in the world; ? make analytical study of	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms,	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns,	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them;	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them; develop, arrange and	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them; develop, arrange and compose own movement	summarize the main	
		and social environments of some communities in the world; make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them; develop, arrange and compose own movement patterns, lyrics, sounds,	summarize the main	

environments. 2 present concepts for peer review

Wednesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners write ideas for creating own performing artworks Learners are to: develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments. Present concepts for peer review; use the ideas or feedback from the peer review to improve upon the arrangements for own compositions.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write ideas for creating own performing artworks	

Week End	Veek Ending		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B6.1.3.1.2	
Performar	formance Indicator Learners can Roll (body) smoothly forward) smoothly forward and
		backward (combination of forward and backward roll)	
Strand		MOTOR SKILLS AND MOVE	MENT PATTERNS
Sub stranc	k	LOCOMOTOR, MANIPULAT	IVE AND RHYTHMIC SKILLS
Teaching/	Learning Resources	cones	
Core Com	petencies: 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)		
	Learners jog round a	After a warm up, learners	What have we learnt
	demarcated area in files	curve their bodies	today?
	while singing and	adequately, tuck their	Use answers to
	clapping to warm-up the	head, push off evenly with	summarise the lesson.
	body for maximal	both feet, take the body	
	performance and to	weight on the hands and	
	prevent injuries	arms. The head and body	
		stay tucked in throughout	
		the roll. Learners keep the	
		front and top of the head	
		from touching the mat.	
		Learners roll back to their	
		feet unaided at their own	
		pace. Learners adapt	
		forward roll technique	
		based on their capabilities	

Week Ending			
Class	six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.5.1.1.8 B6.5.1.1.9. B6.5.3.1.1		
Performance Indicator	Learners can operate basics SQL: querying and manipulating data Learners can operate basics SQL: querying and manipulating data. Learners can demonstrate how to use the ribbons under the home ribbons. (i.e. clip board, styles, fonts, paragraph and editing)		
Strand	PROGRAMMING AND DATABASES		
Sub strand	INTRODUCTION TO DATABASES, ALGORITHM AND		
	PROGRAMMING. LANGUAGES.		
	INTRODUCTION TO ELECTRONIC SPREADSHEET		
Teaching/ Learning Resources	Laptop		
Core Competencies, Creativity and Innovation Communication and Collaboration Personal			

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to write	What have we learnt
	songs and recite familiar	simple queries to retrieve	today?
	rhymes	specific names of students	
		from a database of the	Ask learners to
		names of all students in	summarize the main
		class database design. eg.	points in the lesson
		CREATE DATABASE ,	
		SELECT and UPDATE	
		Guide learners to write	
		simple queries to retrieve	
		specific names of students	
		from a database of the	
		names of all students in	
		class. e.g CREATE TABLE,	
		DELETE and INSERT INTO	
		Guide learners to do a	
		presentation on the use of	

	the ribbons under the home button.	
	Assessment: let learners explain the use of the ribbons under the home button.	

Week Endir	ding		
Class		Six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning In	dicator(s)	B6.2.2.1.3:	
Performand	ce Indicator	Learners can discuss moral lessons from the festivals.	
Strand		God, His Creation and Attrib	outes
Sub strand		The Environment	
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)		
Friday	Engage learners to sing	In groups, let learners	What have we learnt
	songs and recite familiar	write essays on moral	today?
	rhymes	lessons in festivals and	
		present their works for	Ask learners to
		suggestions and	summarize the main
		corrections.	points in the lesson
		Communication	
		Assessment: let learners	
		write the moral lessons	
		from the festivals	

Learning In	dicator (s) (Ref. No.)	B6.2.6.1.3 Make predictions of a given text.	
		B6.2.7.1.1. Summarise a given story/text.	
Performance Indicators		The learner should make predictions of	
		a given text.	
			should summarise a given
		story/text.	
Week Endir			
Reference	Reference Ghanaian Language curriculum		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 For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Give learners the text to	What have we learnt
	songs and recite	read again.	today?
	familiar rhymes	 Discuss how to make 	
		predictions from a	
		passage.	
		 Assist learners to make 	
		predictions from the given	
		text.	
		Assessment: let learners	Review the lesson with
		make predictions of a	learners
		given text.	
	Engage leaners to sing	 Give learners a text to 	What have we learnt
	songs and recite	read.	today?
	familiar rhymes	• Let learners read a	
		paragraph silently.	
		• Discuss how to do	
		summary with the	
		learners.	

1		,
	 Ask a learner to 	
	summarise the paragraph	
	read to the class.	
	 Make learners 	
	summarise a given short	
	text and discuss the	
	summary made from	
	groups	
		Review the lesson with
		learners
	Assessment: let learners	
	summarise a given	
	story/text.	
Engage leaners to sing	Give learners a text to	What have we learnt
songs and recite	read.	today?
familiar rhymes	• Let learners read a	
	paragraph silently.	
	 Discuss how to do 	
	summary with the	
	learners.	
	 Ask a learner to 	
	summarise the paragraph	
	read to the class.	
	Make learners	
	summarise a given short	
	text and discuss the	
	summary made from	
	groups	
		Review the lesson with
	Assessment: let learners	learners
	summarise a given	
	story/text.	
	500. y/ text.	

THE GRANDMOTHER TERM 2, WEEK 5 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK FIVE

WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.1 PERFORMANCE INDICATOR: Learners can talk about God as the Creator of all things and discuss different ways that people worship him	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS:			•
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		ers to sing songs and recite rhymes to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	for the wee about differ K- Call on the know about they belong the difference religious grows. W- Allow leathey want to how they ers to ask question about what oknow from their friends about	Poster/ cut out picture Cut out shapes, big books, counters, crayons	

	L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends.	
	Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.	
	Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS		
DAY: Tuesday CLASS: KG 1		SUB STRAND: OUR BELIEFS		
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.2 PERFORMANCE INDICATOR: Learners can handle their religious scriptures (book) appropriately. on and collaboration (CC) Personal Development and		
Leadership (PL) Creativ		ration (CI) Critical Thinking and Prob	•	
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.			
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners Bik others that Using the le scaffold lead books paying in the books Use a short and respect Have learned each that id Ghana and the	story to assist learners appreciate to other religious books. ers either sing or draw one object dentify the three main religions in talk about it :: let learners mention ways of eir religious scriptures (book)	Poster/ cut out picture Cut out shapes, big books, counters, crayons	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review less in relation t	on with Learners by singing songs o it		

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD:	K1.3.4.1	INDICATORS: K1.3.4.1.3	
Demonstrate understa	_		
and relating well with people with different beliefs		PERFORMANCE INDICATOR: Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.	
		on and collaboration (CC) Personal I	•
	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
			MESSONGES
PHASE 1: STARTER 10		ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain			
for Learning)	- II .I I		5 . /
PHASE 2: MAIN		pefore reading, during reading and	Poster/ cut out
40MINS	after reading strategies as you read an informational text on different religious		picture
(New Learning		_	Cut out shapes his
Including Assessment)	1		Cut out shapes, big
Assessment		relating the information to their	books, counters, crayons
	1	sual information such as pictures	Clayons
		nfamiliar words such as mosque,	
	chapel, etc.	·	
		entify and share what they have	
		t the things that we all do in	
	common an	d things that are different about	
	the three re	ligious groups.	
	Allow learne	ers to talk a lot using the new	
	<u> </u>	that they have heard from the	
	book.		
		le play what their religious leaders	
		ading worship. ers talk about and demonstrate	
		ill relate with their classmates and	
	•	ers in harmony although they	
		ifferent religious groups.	
	_	etters in at least two religious	
		or name of worship place and use	

	comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc. To extend this activity using different objects Assessment: let learners use new vocabulary acquired to talk about their beliefs.	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday CLASS: KG 1	SUB STRAND: OUR BELIEFS
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of	INDICATORS: K1.3.4.1.4
and relating well with people with	PERFORMANCE INDICATOR:
different beliefs	Learners can draw one activity that we do when worshipping God and label it with one or two words.

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise book Assessment: let learners draw one activity that we do when worshipping God and label	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	it with one or two words. Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
CLASS: KG 1 CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		DEDECOMANICE INDICATOR	
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	Using diffe	ers to sing songs and recite rhymes to the lesson. erent religious songs and musical s, have learners be in groups and d dance to the music of the three ligions in Ghana.	Poster/ cut out picture Cut out shapes, big
Assessment)	together as Have learned Create differs scaffold lear Combine and church serve Extend this level-appropriate words on cate and the words	earners to sing and dance a way of appreciating each other. ers discuss their performances. erent everyday situations and rners to add numbers. E.g. mount of money collected at ice, etc. activity with other objects. Using priate sight words, display sight erds and guide learners to read. words and guide learners to use o form short and simple sentences words in the exercise book	books, counters, crayons
		:: let learners play different crument, sing religious songs and	

dance on the music

PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK FIVE

WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS		
DAY: Monday		SUB STRAND: OUR BELIEFS		
CLASS: KG 2				
CONTENT STANDARD	K2.3.4.1	INDICATORS: K2.3.4.1.1 K2.3	3.4.1.2	
Demonstrate understa	_	PERFORMANCE INDICATOR:		
relating well with peop	ole with	PERFORMANCE INDICATOR.		
different beliefs.		·	Learners can describe why and how to relate well with everyone regardless of their culture, language or belief.	
		Learners can use illustrations in a Big book to make predictions and answer simple story map questions about the text		
CORE COMPETENCE: (Communicatio	on and collaboration (CC) Personal I	Development and	
Leadership (PL) Creativ	ity and Innov	ation (CI) Critical Thinking and Prol	olem Solving	
KEY WORDS:				
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES	
PHASE 1: STARTER	Have learners to sing songs and recite			
10	rhymes that	t relate to the lesson.		
MINS				
(Preparing the Brain for Learning)				
PHASE 2: MAIN	Community	Circle time: Follow basic	Poster/ cut out	
40MINS	1 -	of the community circle time (as 1) and introduce the theme for	picture	
(New Learning	the week.			
Including	Display a se	anyersational noster and some	Cut out shapes, big	
Assessment)	Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion.		books, counters, crayons	
	Ciigage ieai	ners in active discussion.		
	Call on lear	ners randomly to answer		
	questions o	r contribute to the discussion.		
	Discuss the	different kinds of people		
		and the need to behave		
	appropriate	ely towards all humans.		

	Sort and group learners according to their tribes or language spoken; let each child pick a friend from a different group and exchange pleasantries.	
	Take learners though a few pages of a big book (picture walk).	
	Have learners predict what the story will be using the pictures in the book. Read aloud the narrative story related to the theme (Little David and Goliath).	
	Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).	
	Learners answer the story map questions. E.g. What is the setting of the story?	
	who are the characters? what is the problem in the story?	
	what did the character(s) do to solve the problem? How was the problem solved?	
	Focus on what we can learn from the biblical character.	
	Write level appropriate words in the air, sand, on their arms and in their ruled books and read	
	Assessment: let learners use illustrations in a Big book to make predictions and answer simple story map questions about the text	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Tuesday	SUB STRAND: OUR BELIEFS
CLASS: KG 2	
CONTENT STANDARD: K2.3.4.1	INDICATORS: K2.3.4.1.3
Demonstrate understanding of	DEDECOMANICE INDICATED
relating well with people with	PERFORMANCE INDICATOR:
different beliefs.	Learners can read level-appropriate sight words from the big book

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	2 Display sight words on word cards and	Poster/ cut out
40MINS	guide learners to read	picture
(New Learning	Have them look for the sight words from	
	the big book and guide learners to use the	Cut out shapes, big
Including	words to form short and simple sentences.	books, counters,
Assessment)		crayons
	Write level appropriate content vocabulary	
	in their ruled exercised books and read them	
	to each other	
	Assessment: let learners read level-	
	appropriate sight words from the big book	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS (Learner and	in relation to it	
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Wednesday	
	SUB STRAND: OUR BELIEFS
CLASS: KG 2	
CONTENT STANDARD : K2.3.4.1	INDICATORS: K2.3.4.1.4.
Demonstrate understanding of	
relating well with people with	PERFORMANCE INDICATOR:
different beliefs.	Learners can connect spoken words and sounds to
	letters in a playful way.
	ion and collaboration (CC) Personal Development and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Practice letter ladder-game	Poster/ cut out
40MINS	Draw a grid on the floor of the classroom or	picture
(New Learning	Draw a grid on the floor of the classroom or outside.	
(New Learning		Cut out shapes, big
Including	Write letters the learners have learnt so far in	books, counters,
Assessment)	the grid on the floor which looks like this.	crayons
	A k f D	
	s b m O	
	phk H	
	Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).	
	Read the sounds and call on the group to send a volunteer to jump/hop on the letter in the box on the floor. If the child is correct, the group gets a point.	

	If the child is incorrect, the group loses their turn/ chance and does not get a point. It moves to another group.	
	If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.	
	Select a group to start with.	
	Assessment: let learners connect spoken words and sounds to letters in a playful way.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday	SUB STRAND: OUR BELIEFS
CLASS: KG 2	
CONTENT STANDARD: K2.3.4.1	INDICATORS: K2.3.4.1.5
Demonstrate understanding of relating well with people with	PERFORMANCE INDICATOR:
different beliefs.	Learners can play different musical instruments and dance to religious songs
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS	Have learners to sing songs and recite rhymes that relate to the lesson.	
(Preparing the Brain for Learning)		
PHASE 2: MAIN 40MINS	Have different learners show their skills in the Music and dance day and at the centres by playing musical instruments, drums, some	Poster/ cut out picture
(New Learning Including Assessment)	can lead in the songs while/and others dance. Play a variety of music on CD/tapes and let learners dance.	Cut out shapes, big books, counters, crayons
	Assessment: let learners play different musical instruments and dance to religious songs	
PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DATE:	STRAND: VALUES AND BELIEFS
DAY: Friday	
	SUB STRAND: OUR BELIEFS
CLASS: KG 2	
CONTENT STANDARD : K2.3.4.1	INDICATORS: K2.3.4.1.6
Demonstrate understanding of	
relating well with people with	PERFORMANCE INDICATOR:
different beliefs.	Learners can recognise and describe some simple repeating
	non-numerical patterns (up to a repetition of 3, 1, 2 pattern)
CODE COMPETENCE: Communicat	ion and collaboration (CC) Personal Development and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes that relate to the lesson.	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Show number cards and let learners work in	Poster/ cut out
40MINS	small groups to identify the pattern.	picture
(New Learning	② Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33,	
Including	cards to patterns. E.g. 11,22, 33,	Cut out shapes, big
Assessment)		books, counters, crayons
Assessment	Assessment: let learners identify and	crayons
	describe some simple repeating non-	
	numerical patterns (up to a repetition of 3, 1, 2 pattern)	
PHASE 3:	Review lesson with Learners by singing songs	
	in relation to it	
REFLECTION 10MINS		
(Learner and		
Teacher)		

TERM TWO BASIC ONE WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC ONE

Name of School.....

Week Endi	ng		
Class One			
Subject ENGLISH LANGUAGE			
Reference English Language curriculum Page		m Page	
Learning Indicator(s)		B1.1.6.2.2. B1.2.6.1.2 B1.4.5.1.1 B1.5.4.1.3 B1.6.1.1.1.	
Performance Indicator Teaching/ Learning Resources Core Competencies: Creativity and Inni Development and Leadership Critical 1		Learners can talk about likes and dislikes: food, animals, toys, etc Learners can ask questions to find out the meaning of new words Learners can make a list of objects in the school Learners can use the present tense continuous form of verbs Learners can read a variety of age — appropriate books and texts from print Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
-	•		
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ng.
-	ent and Leadership Critical T	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Developme	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Developme	ent and Leadership Critical T	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Developme 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)
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners talk about likes and	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners talk about likes and dislikes and dislikes and dislikes: food, animals,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners talk about likes and	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc Assessment: let learners talk about likes and dislikes and dislikes and dislikes: food, animals,	PHASE 3: REFLECTION 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 As learners listen carefully, tell a story twice. Let learners answer questions based on the story. • Have them mention words they hear in the story. • Let learners tell the meanings of some of the	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing	words. Assessment: let learners make their own simple sentences using the key words. C. WRITING	What have we learnt
	songs and recite familiar rhymes	Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc. • Put learners into groups. Let each group choose a name for their group and an area or place they want to work on. • Let each group list the objects found in the place of their choice.	Ask learners to summarize the main points in the lesson
		Assessment: let learners make a list of objects in the school	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners to use the present tense continuous form of verbs	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners	
		use the present tense	
		continuous form of verbs	
		to form sentences	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar	Using book tease or book	today?
	rhymes	talk, introduce the	
		reading/ library time.	Ask learners to
		 Have a variety of age 	summarize the main
		appropriate books for	points in the lesson
		learners to make a choice	
		from.	
		Introduce picture or	
		wordless books, pop-up	
		and flip-the-page texts to	
		learners.	
		Encourage them to read	
		individually and in pairs,	
		and provide support and	
		encouragement	
		Assessment: let learners	
		read a variety of age –	
		appropriate books and	
		texts from print	

Week Ending	
Class	one
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.1.2.4.1
Performance Indicator	Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20
Strand	NUMBER
Sub strand	Number Operations (Addition, Subtraction, Multiplication and Division
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
		(New Learning Including	
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	. Relating counting to	Review the lesson with
		addition (i.e., recognizing	Learners
	I'm counting one, what	that adding 2 is the same	
	is one	as counting on 2)	
			Assessment: have
			learners to practice with
			more examples
Tuesday	Sing songs like:	. Relating counting to	Review the lesson with
		addition (i.e., recognizing	Learners
	I'm counting one, what	that adding 2 is the same	
	is one	as counting on 2)	
	1 - One is one alone,		Assessment: have
			learners to practice with
			more examples
Wednesday	Sing songs like:	Counting on (i.e.,	Review the lesson with
		for 5 + 3, start at 5 and	Learners
	I'm counting one, what	count on 3 places 6, 7, 8.	
	is one	The answer is 8.)	
	1 - One is one alone,		Assessment: have
			learners to practice with
			more examples

Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Counting on (i.e., for 5 + 3, start at 5 and count on 3 places 6, 7, 8. The answer is 8.)	Review the lesson with Learners Assessment: have
	alone it shall be. 2 - Two pair, two pair		learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one	Counting on (i.e., for 5 + 3, start at 5 and count on 3 places 6, 7, 8. The answer is 8.)	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 Endin	ng			
Class		One		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning Indicator(s)		B1.2. 2.1.2.		
Performance Indicator		Learners can observe different kinds of seeds		
Strand		CYCLES		
Sub strand		LIFE CYCLES OF ORGANISMS		
	earning Resources	Pictures		
-	•	novation Communication and		
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 (Learner And Teacher)	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)	
Monday	Engage learners to sing	Provide learners with	What have we learnt	
ivioliday	songs and recite familiar	different kinds of seeds	today?	
	rhymes	(e.g. orange, pawpaw,	today.	
	,	mango, bean seeds, shea	Ask learners to	
		nut).	summarize the important	
		Learners examine the	points of the lesson	
		external parts of different		
		seeds, draw and display		
		them for discussion		
		Assessment: let learners		
		draw the external parts of		
		different seeds		
Thursday	Engage learners to sing	Through a matching game,	What have we learnt	
	songs and recite familiar	learners identify different fruits and their seeds.	today?	
	rhymes	maits and their secus.	Ask learners to	
		Assessment: let learners	summarize the important	
		match different fruits and	points of the lesson	
		their seeds	points of the lesson	

Week Ending		
Class	One	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B1 2.1.1.2	
Performance Indicator	Learners can recite religious passages and sing religious	
	songs	
Strand	Religious Practices and their Moral Implications	
Sub strand	Religious Worship in the Three Major Religions in	
	Ghana	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Show pictures, video	What have we learnt
	songs and recite familiar	clips, etc. of songs and	today?
	rhymes	recitations from the three	
		main religions.	Ask learners to
		 Let learners sing and 	summarize the main
		recite texts from the three	points in the lesson
		main religions: 1. The	
		Lord's Prayer, Psalm 23	
		(Christian), 2. Al- Fãtihah	
		(Islamic) and 3. any recital	
		from the traditional	
		religion-sacred myths,	
		riddle, proverbs, etc.	
		(Traditional).	
		Assessment: let learners	
		recite religious passages	
		and sing religious songs	

Week Endi	ng		
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B1.2.3.1.2	
	ce Indicator	Learners can recall when t	the name Ghana came into
		formal use	
Strand		My Country Ghana	
Sub strand		How Ghana Got Its Name	
Teaching/	Learning Resources	Pictures	
-		novation Communication an Thinking and Problem Solvir	
<u> </u>			
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana Assessment: let learners narrate how the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of played by parliament and other individuals in the change of name from Gold Coast to Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners narrate how the name Ghana came into formal	

use

Week Ending		
Class	One	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B1.1.3.1.3	
Performance Indicator	Learners can Roll in log form from stationary to a	
	distance and back (from lying position).	
Strand	MOTOR SKILLS AND MOVEMENT PATTERNS	
Sub strand	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
Teaching/ Learning Resources	cones	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Take learners through	What have we learnt
	demarcated area in files	general and specific warm	today?
	while singing and	ups by jogging whiles	
	clapping to warm-up the	flexing and twisting the	Use answers to
	body for maximal	parts of the body.	summarise the lesson.
	performance and to	Learners spread mats or	
	prevent injuries	mattresses in line. Lie on	
		the mat/mattress at the	
		start with legs closed and	
		straight. Arms should be	
		at the side while facing up.	
		Maintain body posture	
		while rolling from the start	
		to the finish. Roll back to	
		the start.	
		Give learners enough time	
		to practice with the beat	
		as individuals and as a	
		group but allow them to	
		progress at their own	
		pace. Observe and give	
		corrective feedback.	
		Organise log roll game for	
		learners to create fun and	

	enjoyment. End the lesson	
	with cool down activities.	

Week Ending		
Class	One	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B1.3.3.1.1.	
Performance Indicator	Learners can explain basic human needs and rights of	
	self and others	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Basic Human Rights	
Teaching/ Learning Resources	Pictures	

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	Engage learners with games/storytelling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc. Assessment: let learners explain basic human needs	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	Engage learners with games/story telling, rhymes to talk about human needs and rights. Human needs: food, shelter. Clothing. Human rights: right to life,	What have we learnt today? Ask learners to summarize the main points in the lesson

freedom of association,	
right to movement,	
personal liberty, right to	
fair trial, etc.	
Assessment: let learners	
explain basic human rights	

Week Ending		
Class	one	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B1 1.2.3.2	
Performance Indicator	Learners can create own artworks from imagination to express own ideas of the visual artworks produced or found in the local community that reflect the natural and manmade environments	
Strand	VISUAL ARTS	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: recall visual artworks produced or found in the local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) make prints or line drawings of available visual artworks and use them to create patterns. Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

Wednesday	Engage learners to sing	Learners are to:	What have we learnt
,	songs and recite familiar	recall visual artworks	today?
	rhymes	produced or found in the	today.
		local community that were made from natural and manmade objects or things (e.g. clay pots, ceramic ware, cane or plastic baskets, fabrics, wood carvings, glass or stone beads) 12 make prints or line drawings of available visual artworks and use them to create patterns.	Ask learners to summarize the main points in the lesson
		Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks	

Learning I	ndicator (s) (Ref. No.)	B1.2.4.2.3 Listen and say diagraphs correctly.	
		B1.2.4.2.4 Read two-syllable words	
		B1.2.4.2.5 Recognise and say consonants in a	
		language	
Performa	nce Indicators	The learner	should listen and say
		diagraphs correctly.	
		The learner s	should read two-syllable
		words	
			should recognise and say
		consonants in a lang	guage
Week End	ing		
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	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	Write list of words that	What have we learnt
	songs and recite	consist of both diagraphs	today?
	familiar rhymes	and non-diagraphs on the	
		board.	
		 Discuss the words and 	
		explain diagraphs to	
		learners.	
		Write some of the	
		diagraphs on a manila	
		card. Example	
		Read the diagraphs	Review the lesson with
		aloud for learners to	learners
		listen.	
		Assessment:	
		Call learners one by one	
		to pronounce the	
		diagraphs correctly in	
		words	
	Engage leaners to sing	Write some two-syllable	What have we learnt
	songs and recite	words on a manila card	today?
		<u>l</u>	<u> </u>

familiar rhymes	and display the card on the board.	
	• Lead learners to read the words.	Review the lesson with learners
	• Call learners one by one	
	to read the two syllable	
	words.	
	 Use some of the words 	
	to form sentences and ask	
	learners also to form	
	sentences with some of	
	the words.	
	Assessment: let learners	
	should read two-syllable	
	words	
Engage leaners to sing	Write the consonants	What have we learnt
songs and recite	on flashcards.	today?
familiar rhymes	• Show it to learners and	
	lead them to say the	
	consonants in a group.	
	Call learners one by one to recognise and mention	
	to recognise and mention the consonants.	
	Let learners write some	
	consonants in their books	
	Assessment: let learners	
	Identify and say	
	consonants in a language.	Review the lesson with
		learners

TERM TWO BASIC TWO WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC TWO

Name of School.....

Week Endin	g		
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	dicator(s)	B2.1.6.2.1. B2.2.7.1.1.	B2.4.5.1.2 B2.5.5.1.1.
		B2.6.1.1.1	
Performanc	e Indicator	Learners can demonstrate t	urn-taking in conversations
		Learners can use illustrations, text clues and context to	
		make predictions during reading	
		Learners can write simple	and meaningful sentences
		on objects found in the env	rironment
		Learners can identify and	use simple sentences to
		describe the weather and s	show quantity and position
		or order of people and thin	
		Learners can read a va	,
		appropriate books and texts from print and non-print	
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
-		novation Communication and	
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
		T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
N.A. and a	For Learning)	A ODAL LANCALICE	What have we leavet
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Use the Community Circle	today?
	rhymes	Activity: Sit learners in horse-shoe formation.	Ask loarnors to
		Call individual learners	Ask learners to summarize the main
		to talk about what	
		happened over the	points in the lesson
		weekend. e. g. events,	
		personal experiences,	
		incidents, etc.	
		moderns, etc.	

		Let learners take turns	
		to name and describe	
		events of recent	
		occurrence.	
		Discuss the importance	
		of turn-taking in	
		conversation: e.g.	
		i. They talk after the last	
		speaker has stopped. They	
		talk when invited e.g. by	
		the group leader.	
		Cultural	
		Assessment: let learners	
		demonstrate turn-taking	
		in conversations	
Tuesday	Engage learners to sing	B.READING	What have we learnt
-	songs and recite familiar	Have learners use text	today?
	rhymes	features like title,	
		illustrations and text clues	Ask learners to
		to make meaning and	summarize the main
		inferences.	points in the lesson
		Have learners predict, brainstorm on the topic	
		and have them read to	
		confirm their predictions	
		realestone	
		Assessment: let learners	
		use illustrations, text clues	
		and context to make	
		predictions during reading	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
	songs and recite familiar	Put learners into groups to	today?
	rhymes	write simple sentences about the objects and	Ask learners to
		places found in the	summarize the main
		environment	points in the lesson
		Assessment: let learners	
		write simple and	
		meaningful sentences on	
		objects found in the	
		environment	

Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use simple sentences to describe the weather and show quantity and position or order of people and things	
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time. • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books	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 texts from print and non-print	

Week Ending	
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B2 1.2.3.2
Performance Indicator	Learners can create own artworks using available visual arts media and methods to represent artworks that reflect the natural and manmade environments in other communities in Ghana
Strand	VISUAL ARTS
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	2 generate ideas from the	today?
	rhymes	natural and manmade	
		environments (e.g.	Ask learners to
		vegetation, animals, birds,	summarize the main
		rivers, bridges, clouds);	points in the lesson
		Assessment: let learners	
		create own artworks using	
		available visual arts media	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	create own visual	today?
	rhymes	artworks that reflect the	
		natural and manmade	Ask learners to
		environments in other	summarize the main
		communities in Ghana	points in the lesson
		Assessment: let learners	
		create own artworks using	
		available visual arts media	

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.1.3.1.2
Performance Indicator	Learners can Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths.
Strand	NUMBER
Sub strand	Fractions
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	(Learner And Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language onefourth, twofourths, threefourths, etc.)	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	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language onefourth, two-fourths, threefourths, etc.)	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	Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)	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	Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, 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	Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi			
Class		Two	
		SCIENCE	
Subject			
Reference	-d:t/-)	Science curriculum Page	
Learning In		B2.4.1.1.1	1
Performan	ce Indicator	Learners can identify every	day applications of energy
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF E	NERGY
Teaching/ I	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inc	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)		
Monday	Engage learners to sing	Learners perform various	What have we learnt
	songs and recite familiar	activities involving the use	today?
	rhymes	of energy, e.g. jumping,	
		clapping, pushing objects,	Ask learners to
		walking, switching on the	summarize the important
		lights etc. in the	points of the lesson
		classroom.	
		 Learners find out what 	
		helps them to perform the	
		activities mentioned	
		• Learners watch pictures	
		or videos on people doing	
		activities involving energy.	
		e.g. a person pounding	
		"fufu", riding a bicycle,	
		fetching water from a	
		well, switching on light,	
		playing music, etc., to	
		reinforce the use of	
		energy	
		• Learners explain what	
		happens to a person who	
		does not eat food for a	
	İ	1.	İ

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

long time.

Week End	ling		
Class		Two	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning I	ndicator(s)	B2.2.2.1.1:	
Performa	nce Indicator	Learners can demonstrate	activities which take place
		during the celebration of festivals.	
Strand		Religious Practices and thei	r Moral Implications
Sub strand	d	Festivals in the Three Major	r Religions
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication an	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	Engage learners to sing songs and recite familiar rhymes	Let learners mention religious festivals they have witnessed or heard of. Islam - Eid-ul-Fitr, Eid-ul-Adha, etc., Christianity-Easter, Christmas, etc., Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival, etc. • Let learners, in groups, describe how various festivals are celebrated.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners demonstrate activities which take place during the celebration of festivals	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.4.1.1	
Performance Indicator	Learners can discuss the history of Ghana's major historical locations. Examples include Kumasi military museum, Komfo Anokye Sword, Assin Manso slave site, Gbewa Palace	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	
Consider the Constitution of the Constitution of the Constitution of College and College a		

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	Visit any historical site in	What have we learnt
	songs and recite familiar	their community.	today?
	rhymes		
		Assessment: let learners narrate the history of the historical site	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing	Visit any historical site in	What have we learnt
	songs and recite familiar	their community.	today?
	rhymes		
		Assessment: let learners narrate the history of the historical site	Ask learners to summarize the main points in the lesson

Week End	ling			
Class		Two		
Subject		PHYSICAL EDUCATION		
Reference PE curriculum Page				
Learning I	ndicator(s)	B2.1.3.1.3		
Performa	nce Indicator	Learners can roll forward (a	forward roll) from standin	
		position and back to standing	ng.	
Strand		MOTOR SKILL AND MOVEM	ENT PATTERNS	
Sub stran	d	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS	
Teaching/	Learning Resources	cones		
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal	
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	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 the chin to touch	Use answers to	
	body for maximal	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. Learner		
		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.		
		Personal		

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B2.3.2.1. 1.
Performance Indicator	Learners can describe activities which take place during
	the celebration of festivals
Strand	OUR BELIEFS AND VALUES
Sub strand	Festivals
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about festivals they have witnessed: i. Islam - Eid-ul-Fitr, Eid-ul-Adha ii. Christianity - Easter, Christmas iii. Traditional - Kundum, Odwira, Damba, Bugum, Yam Festival. Learners talk about how the various festivals are celebrated. Assessment: let learners describe activities which take place during the celebration of festivals	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play activities that take place during the festivals: merry-making, sharing,	What have we learnt today?

family re-union, worship, etc. Learners draw scenes from festivals.	Ask learners to summarize the main points in the lesson
Assessment: let learners describe activities which take place during the celebration of festivals	

Learning Ir	dicator (s) (Ref. No.)	B2.2.5.1.1 Recognise sounds that make up words.		
		B2.2.5.1.2 Make picture dictionaries.		
Performan	ce Indicators	 The learner should recognise sounds that make up words. The learner should make picture dictionaries. 		
Week Endi	ng	0.00.00.00.		
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
	Engage leaners to sing songs and recite familiar rhymes	 Revise sounds with learners. Write some words on the board and lead learners to read them. Assist learners to recognise sounds that make up the words Assessment: let learners identify sounds that make up words.	What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	 Let learners cut pictures of different objects and arrange them in alphabetical order in their books. Lead learners to write the names of the images in the pictures under them. 	What have we learnt today?	

Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners make picture dictionaries. • Let learners cut pictures of different objects and arrange them in alphabetical order in their books. • Lead learners to write the names of the images in the pictures under them.	Review the lesson with learners What have we learnt today? Review the lesson with learners
	Assessment: let learners make picture dictionaries.	

TERM TWO BASIC THREE WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC THREE

Name of	School			
I Vallic Oi	3011001	 	 	

Week Endir	ng			
Class		Three		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning Inc	dicator(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		
Performano	e Indicator	A. Learners can der conversation in diffe	nonstrate turn-taking in erent topics	
		B. Learners can under	stand and use many of the	
		frequently occurring	g words and chunks in the	
		language, includin	g both content words	
		(nouns, verbs, adj	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	•	
		on a manila card and a class library.		
-		novation Communication and		
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
	1		T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
N 4 I -	For Learning)	A OBALLANCALICE	Miles I have a larger	
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	Ack loarnors to	
		based on their	Ask learners to	
		environment for	summarize the main	
			points in the lesson	

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

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

	11	A -1 1
	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 Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.2.6.1		
Performance Indicator	Learners can Use concrete and pictorial representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group		
Strand	NUMBER		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters		

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

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

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

Week Endi	ng		
Class		Three	
Subject SCIEN		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B3.3.2.1.1 Learners can know the sun, earth and moon as parts of	
Performan	ce Indicator		
Strand		the solar system SYSTEMS	
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)		
Monday	Engage learners to sing	Show learners pictures,	What have we learnt
	songs and recite familiar	charts or drawings of parts	today?
	rhymes	of the solar system	
		containing the sun, earth	Ask learners to
		and moon.	summarize the importar
		• Engage learners in a	points of the lesson
		recital of the poem "I see	
		recital of the poem "I see the moon, and the moon	
		·	
		the moon, and the moon	
		the moon, and the moon sees me".	
		the moon, and the moon sees me". • Assist learners to	
		the moon, and the moon sees me". • Assist learners to identify the sun, moon	
		the moon, and the moon sees me". • Assist learners to identify the sun, moon and earth in the pictures.	
		the moon, and the moon sees me". • Assist learners to identify the sun, moon and earth in the pictures. • Guide learners to	
		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	
		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.	
		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	
		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	

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

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DATS			10MINS
	MINS	(New Learning Including	
	(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	
		23 (Christianity) and	

Sacred Myths, folktales, parables, etc. (Traditional Religion).	Ask learners to summarize the main points in the lesson
Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers	

Week Ending		
Class	Three	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B3.2.2.1.3	
Performance Indicator	Learners can describe the conflicts and alliances that	
	existed among the ethnic groups in Ghana	
Strand	My Country Ghana	
Sub strand	Inter-Group Relations	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving.		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Trace the origin of the	What have we learnt
	songs and recite familiar	name 'cedi'.	today?
	rhymes		
		Discuss intergroup wars	Ask learners to
		such as Battle of Feyiase	summarize the main
		and the Krepi war of 1833.	points in the lesson
		Discuss instances where	
		alliances were formed	
		between different groups	
		to fight a common enemy.	
		e.g. The Battle of	
		Akatamanso where the	
		Asante army was defeated	
		by an alliance made up of	
		the British, Ga, Fante,	
		Akyem, Akwamu, Krepi	
		and Denkyira Anlo/Asante	
		in the Ada War of 1869.	
		Assessment: let learners	
		describe the conflicts and	
		alliances that existed	

		among the ethnic groups	
		in Ghana	
Thursday:	Engago loornors to sins	Discuss intergrand wars	What have we learnt
Thursday	Engage learners to sing	Discuss intergroup wars	
	songs and recite familiar	such as Battle of Feyiase	today?
	rhymes	and the Krepi war of 1833.	
		Discuss instances where	Ask learners to
		alliances were formed	summarize the main
		between different groups	points in the lesson
		to fight a common enemy.	
		e.g. The Battle of	
		Akatamanso where the	
		Asante army was defeated	
		by an alliance made up of	
		the British, Ga, Fante,	
		Akyem, Akwamu, Krepi	
		and Denkyira Anlo/Asante	
		in the Ada War of 1869.	
		Assessment: let learners	
		describe the conflicts and	
		alliances that existed	
		among the ethnic groups	
		in Ghana	
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Week End	ding		
Class		Three	
Subject	Subject PHYSICAL EDUCATION		
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B3.2.1.2.1:	
Performa	nce Indicator	Learners can identify gener	al space.
Strand		MOVEMENT CONCEPTS, PR	RINCIPLES AND STRATEGIES
Sub stran	d	SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching,	Learning Resources	cones	
Core Com	petencies: Creativity and In	ncies: Creativity and Innovation Communication and Collaboration Personal	
Developn	nent 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	
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Week Ending		
Class	Three	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B3.2.2.1.1	
Performance Indicator	Learners can describe how various festivals are celebrated	
Strand	Religious Practices and their Moral Implications	
Sub strand	Festivals in the Three Major Religions	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners mention	What have we learnt
	songs and recite familiar	religious festivals they	today?
	rhymes	have witnessed or heard	
		about: - Islam-Eid-ul-Fitr,	Ask learners to
		Eid-ul-Adha, etc	summarize the main
		Christianity-Easter,	points in the lesson
		Christmas, Ash	
		Wednesday, Pentecost	
		Day, etc Traditional-	
		Aboakyer, Hogbetsotso,	
		Adae, FetuAfahyE, Feok,	
		etc.	
		• Let learners, in groups,	
		describe how various	
		festivals are celebrated.	
		Assessment: let learners	
		describe how various	
		festivals are celebrated	

Week Endir			
Class	18	Three	
Subject			
Reference		Creative Arts curriculum	
Learning In	dicator(s)	B3 1.2.3.2	
Performano		Learners can create own fu	nctional visual artworks hy
renomiane	e maicator	skilfully using available visual arts tools, material a	
		methods to express own v	
		that reflect the natural and	
		other African communities	mammade environments in
Strand		VISUAL ARTS	
Sub strand		Planning, Making and Comp	oosing
	earning Resources	Pictures	<u> </u>
		ovation Communication and	d Collaboration Personal
-		Thinking and Problem Solvin	
			6-
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Create own functional	What have we learnt
	songs and recite familiar	visual artworks by skilfully	today?
	rhymes	using available visual arts	
		tools, material and	Ask learners to
		tools, material and methods to express own	Ask learners to summarize the main
		methods to express own	summarize the main
		methods to express own view about visual	summarize the main
		methods to express own view about visual artworks that reflect the	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade environments in other	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade environments in other	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade environments in other	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities	summarize the main
		methods to express own view about visual artworks that reflect the natural and manmade environments in other African communities Assessment: let learners	summarize the main

methods to express own

visual artworks by skilfully

using available visual arts

tools, material and

today?

songs and recite familiar

rhymes

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

Learning In	dicator (s) (Ref. No.)	B3.2.4.2.3 Read two-syllable	e words.
		B3.2.4.2.4 Read three-syllable words and segment	
		them into syllables	
Performand	ce Indicators	The learner should read two-syllable	
		words.	
			should read three-syllable
)		words and segment	them into syllables
Week Endir	ng	Chancian Language aumin	
Reference		Ghanaian Language curricu	uium
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)		M/hat have we lagget
	Engage leaners to sing songs and recite	 Let learners say the letters of the alphabet. 	What have we learnt today?
	familiar rhymes	• Form one-syllable words	today:
	Tarrinar Triyines	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

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	• 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	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
	Join two of the one- Join two of the one-	learners
	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	
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TERM TWO BASIC FOUR WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC FOUR

Name of School.....

Week Endir	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning In	dicator(s)	B4.1.7.1.2. B4.2.6.4.2	B4.3.5.1.1	
		B4.4.9.3.2. B4.5.5.1.1. B4.6.1.1.1.		
Performance Indicator		A. Learners can make	connections with events in	
		narrative texts		
		B. Learners can recogr	nise the playful use of words	
		in spoken and writt	en language	
		C. Learners can use d	ifferent types of verbs	
D. Learners can proofread draft, che			oofread draft, checking	
		capitalisation, usage, punctuation and spelling		
		E. Learners can use adjectives to make		
		comparisons		
		F. Learners can read a variety of age- and level		
		appropriate books and present a-two-		
		paragraph summar	y of each book read	
Teaching/ L	earning Resources	Word cards, sentence card	s, letter cards, handwriting	
		on a manila card and a clas	s library.	
Core Comp	etencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	ng.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Learners retell the story	today?	
	rhymes	(e.g. in a chain).		
		 Guide learners to identify the events in the 	Ask learners to	
		story.	summarize the main	
		Put learners in small	points in the lesson	
		groups to discuss the		
		events of the story and		

		relate them to one	
		another	
		another	
		Assessment: let learners	
		Assessment: let learners	
		make connections with	
		events in narrative texts	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	In pairs/ groups, have	today?
	rhymes	learners play on words in	
		educative jokes, riddles	Ask learners to
		and puns. e.g. Riddle,	summarize the main
		Riddle: I am something	points in the lesson
		that came into this world	
		with earrings. Who am I?	
		Answer: Coal pot	
		Assessment: let learners	
		apply the playful use of	
		words in spoken and	
		written language	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
	songs and recite familiar	Have learners revise verbs	today?
	rhymes	by reading sentences from	
		the board and identifying	Ask learners to
		the verbs.	summarize the main
		Have learners write	points in the lesson
		sentences with given	
		verbs.	
		Assessment: let learners	
		use different types of	
		verbs to form sentemces	
		verbs to form semtenices	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	Have learners proofread	today?
	rhymes	the revised draft of their	
	,	writing with focus on the	Ask learners to
		conventions of	summarize the main
		punctuation,	points in the lesson
		capitalisation, spellings,	12
		etc.	
		Let them do peer	
		editing. Learners check	
		their partners' writing for	
		and particle wilting for	

		errors (punctuations, spelling, etc.) • Have learners write a neat final copy and read it once again to check for errors. Assessment: let learners proofread draft, check	
		capitalisation, usage, punctuation and spelling of a draft	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners with several examples and situations to identify the comparative forms of adjectives in sentences, e.g. Ama is fast but Kofi is slow. • Have learners identify adjectives in a given passage. Assessment: let learners use adjectives to make	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback	Have learners to tell what they read to the whole class

	Assessment: let learners read a variety of age- and	
	level appropriate books	
	and present a-two-	
	paragraph summary of	
	each book read	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.3.2.1 B4.1.3.2.3.	
Performance Indicator	Learners can Compare and order fractions with like denominators by using pictorial representations and finding equivalent fractions using the Lowest Common Denominator (LCD). Provide examples of where fractions are used	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use number line or fraction chart to illustrate the concept of comparable fractional units or denominators; i.e. halves, fourths and eighths are comparable; i.e. half can be changed to equivalent fractions in fourths and eighths, and fourths can changed to eighths. Also thirds can changed to sixths.	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 3 - Turn around 4 - Follow me	Use number line or fraction charts to compare and order unit fractions. Which is larger, 5/8 and 3/4 or 3/6 and 4/8? Arrange from smallest to largest, 3/4, 2/3 and 5/6	Review the lesson with Learners Assessment: have learners to practice with more examples

	5 - Fire	0 1 8 2 3 4 5 6 7 1 0 1 6 2 3 4 5 6 6 7 0 1 6 2 6 6 6 6 7 0 1 4 2 3 4 1 0 1 3 2 3 1 0 1 3 2 3 1 0 1 3 2 3 1	
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 3 - Turn around 4 - Follow me 5 - Fire	To arrange the fractions, $3/4$, $2/3$ and $5/6$, from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions $ LCD \text{ for } \frac{3}{4}, \frac{2}{3} \text{ and } \frac{5}{6} \text{ is } 12; $ $ hence \frac{3}{4} = \frac{9}{12}, \frac{2}{3} - \frac{8}{12}, \frac{5}{6} = \frac{10}{12} \text{ the order is } \frac{5}{6}, \frac{3}{4}, \frac{2}{3} $	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.	Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out Selling liquids – oil, kerosene, drinks, etc. Sharing pizza or birthday cake - half, quarter, eighths, etc. Buying objects in packets – egg, drinks, (half crate), Buying cloth for sewing dresses – half, one-fourths or quarter, etc.	Review the lesson with Learners Assessment: have learners to practice with more examples

Friday	Sing songs like:	Tell the time by half/quarter	Review the lesson with
		past, and half/quarter to.	Learners
	I'm counting one,	Draw clock-faces with times	
	what is one	(i.e. half/quarter past or to)	
	1 - One is one alone,	for pupils to read the time	Assessment: have
	alone it shall be.		learners to practice
	2 - Two pair, two pair		with more examples

Week Endi	ng		
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B4.3.2.1.1	
Performan	ce Indicator	Learners can explain that th	e sun is at the center of th
		solar system	
Strand		SYSTEMS	
Sub strand		THE SOLAR SYSTEM	
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)		
Monday	Engage learners to sing	Present learners with a	What have we learnt
	songs and recite familiar	chart, model or video	today?
	rhymes	showing the solar system.	
		 Draw the solar system, 	Ask learners to
		using different colours to	summarize the importan
		illustrate the different	points of the lesson
		bodies.	
		Guide learners to role	
		play the stars, planets and	
		satellites in the solar	
		system (different learners	
		assume and role play the	
		sun, the earth and other	
		planets in the solar	
		system).	
		Assessment: let learners	
		draw the solar system,	
		using different colours to	
		illustrate the different	1

bodies

Thursday	Engage learners to sing songs and recite familiar rhymes	Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system. • Learners are guided to identify the benefits of the sun to the solar system. Project: Learners mould stars, planets and satellites in the solar system.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let learners explain that the sun is at the center of the solar system	

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Week Endi	ng	F	
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning In		B4.2.4.1.1.	
Performan	ce Indicator	Learners can describe the	nature of settlements in
		Ghana.	
Strand		ALL AROUND US	
Sub strand		Population and Settlement	
Teaching/	Learning 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)		
Tuesday	Engage learners to sing	Learners discuss the	What have we learnt
	songs and recite familiar	importance of settlements	today?
	rhymes	e.g. people live with other	
		people, we do not live in	Ask learners to
		vacuum, for protection,	summarize the main
		for pooling resources	points in the lesson
		together etc.	
		Assessment: let learners	
		write the importance of	
		settlements	
Thursday	Engage learners to sing	Learners discuss and write	What have we learnt
	songs and recite familiar	about features that they	today?
	rhymes	will consider in choosing a	
		good settlement that	Ask learners to
		would make life easier and	summarize the main
		comfortable such areas	points in the lesson
		free of floods, access to	
		local raw materials, local	
		water supply for drinking	
		117 - 0	<u> </u>

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	and washing and access to
	roads and transportation.
	Learners engage in
	activities that teach them
	to help keep their
	settlements safe, peaceful
	and clean.
	Assessment: let learners
	write about features that
	they will consider in
	choosing a good
	settlement
	Sectionical

Week End	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning	Indicator(s)	B4.2.2.1.1	
Performa	nce Indicator	Learners can discuss festiva	ls in their neighbourhood
Strand		Religious Practices and the	ir Moral Implications
Sub stran	d	Festivals in the Three Major	r Religions
Teaching	Learning Resources	Pictures	
	npetencies: Creativity and Ind nent and Leadership Critical		
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	festivals that are	today?
	rhymes	celebrated in their	
		communities: Christmas,	Ask learners to
		Easter, Eid-Ul-Fitr, Eid-Ul-	summarize the main
		Adha, Odwira, Aboakyir,	points in the lesson
		etc.	
		Use pictures, charts or	
		video clips to demonstrate	
		how the various religious	
		festivals are celebrated.	
		Let learners recite texts	
		and sing songs that	
		accompany festivals	
		celebrated in their	
		communities.	
		Assessment:	
		Put learners in groups to	
		write activities that take	
		place during festivals.	
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Week Ending		
Class	Four	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s) B4.2.5.1.1		
Performance Indicator Learners can identify the role played by straditional rulers in the national development		
Strand	My Country Ghana	
Sub strand SOME SELECTED INDIVIDUALS		
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Show photographs/	What have we learnt
	songs and recite familiar	documentaries on the	today?
	rhymes	roles played by these	
		traditional rulers in	Ask learners to
		national development.	summarize the main
			points in the lesson
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	
Thursday	Engage learners to sing	Retell the life story of any	
	songs and recite familiar	of these from a	
	rhymes	documentary shown	
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	

Week Endi	ng		
Class		four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	dicator(s)	B4 1.3.4.2	
Performan	ce Indicator	Learners can plan an exh	ibition of own artworks to
		share creative experience	es based on own ideas
		knowledge and understand	ding of visual artworks tha
		reflect the natural and m	nanmade environments o
		some Ghanaian communiti	es
Strand		Visual Arts	
Sub strand		Displaying and Sharing	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to: 2 watch a	What have we learnt
	songs and recite familiar	short video on an	today?
	rhymes	exhibition or visit an	
		exhibition centre,	Ask learners to
		preferably during the	summarize the main
		circuit, district or regional	points in the lesson
		cultural festival of the	
		cultural education unit of	
		the Ghana Education	
		Service;	
		② discuss the need for	
		displaying portfolio of	
		own visual artworks;	
		develop a roadmap for	
		the exhibition	
		brainstorm to agree on a	
		theme for the exhibition;	
		send manual and/or	
		electronic invitations	

		Assessment: let learners write plan for an exhibition of own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: select works for the exhibition by considering criteria like creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance; ② decide on mode of display ② clean and prepare the hall and its environment and make it ready for the exhibition; ② plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write plan for an exhibition of own artworks	

Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B4.2.2.2.1	
Performa	nce Indicator	Learners can Explain the di	fference between throwin
		to a stationary partner a	nd throwing to a movin
		partner.	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stran	d	SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
		0 1 1 1 1 1 1	<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Hold ball in the left hand.	What have we learnt
	demarcated area in files	Place the left foot slightly	today?
	while singing and	forward in front of the	
	clapping to warm-up the	body. Bend body slightly	Use answers to
	body for maximal	over the ball, pick a target,	summarise the lesson.
	performance and to	and swing the free right	
	prevent injuries	hand backward to contact	
		the lower middle part of	
		the ball (for right handed	
		learners). When the	
		partner is moving, the	
		thrower would have to	
		intensify the throw.	
		,	

Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	licator(s)	B4.1.3.1.3	
Performance	e Indicator	Learners can identify primary sources of information	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WII	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
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)		
	Engage learners to sing	Guide learners in groups	What have we learnt
Wednesday	songs and recite familiar	to discuss where one can	today?
	rhymes	get data and information	
		and make a presentation	Ask learners to
		on it to the class.	summarize the main
			points in the lesson
		Assessment: let learners	
		identify primary sources	
		of information	

Learning Indicator (s) (Ref. No.)		B4.3.1.1.3 Recognise that a	question mark is used at
		the end of a question	
Performance Indicators			should recognise that a
		question mark is us	ed at the end of a question
Week Endi	ng	5	
Reference		Ghanaian Language curric	culum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, rec	orded audios visual
Core Comp	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
	T		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS (Dranaring The Brain	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Revise command and	What have we learnt
	songs and recite	response with learners.	today?
	familiar rhymes	Write some questions	
		on a cardboard.	
		Lead learners to read	
		the questions.	
		Use question marks at	
		the end of each of the	
		questions.	
		Let students read the	
		questions again in turns.Let learners recognise	
		that question marks are	
		used at the end of a	
		question	
		•	
		Assessment: let learners	Review the lesson with
		punctuate sentences	learners
		them using the question	
		mark	
	Engage leaners to sing	Write more questions	What have we learnt
	songs and recite	on the board and call	today?
	familiar rhymes	learners to come out to	

	punctuate them using the	Review the lesson with
	question mark	learners
	Assessment: let learners	
	punctuate sentences	
	them using the question	
	mark	
Engage leaners to sing	Write more questions	What have we learnt
songs and recite	on the board and call	today?
familiar rhymes	learners to come out to	
	punctuate them using the	
	question mark	Review the lesson with
		learners
	Assessment: let learners	
	punctuate sentences	
	them using the question	
	mark	

TERM TWO BASIC FIVE WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC FIVE

Name of School.....

Week Endir	ng		
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English language curriculu	m
Learning In	dicator(s)	B5.1.7.1.1 B5.2.7.1.1 B5.	3.2.1.5. B5.4.9.3.3.
		B5.5.4.1.2. B5.6.1.1.1	
Performance Indicator		A. Learners can employ the Think-Aloud strategy to convey meaning from level-appropriate texts. B. Learners can construct meaning from text read C. Learners can identify and use interrogative determiners e.g. which, whose — to find out which person something belongs to D. Learners can display writing piece for peers to read and publish it in the class magazine E. Learners can use the simple past verb form to express past needs, feelings and interest F. Learners can read a variety of age- and level	
		appropriate books and present at least a-	
			mmary of each book read
Teaching/ Learning Resources		Word cards, sentence cards	•
		on a manila card and a clas	·
	-	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	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Have learners listen to a	What have we learnt
	songs and recite familiar	teacher-read text.	today?
	rhymes	Model Think-Aloud	
		strategy to make meaning	Ask learners to
		from the text.	summarize the main
		Have learners practise	points in the lesson
		the Think-Aloud strategy	
		to construct meaning.	

Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners employ the Think-Aloud strategy to convey meaning from level- appropriate texts. B.READING Choose different texts for learners to make meaning from using the different strategies they are familiar	What have we learnt today? Ask learners to summarize the main
		with: – Use of prior knowledge/experience. – Making predictions – Contextual meaning of vocabulary to connect with the other words to make meaning	points in the lesson
		Assessment: let learners construct meaning from text read	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify and use interrogative determiners in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners share their writing with their peers classmates and families	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners display writing piece for	

		peers to read and publish it in the class magazine	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Let learners write on a story. E.g. What happened after school on Monday? • Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners edit a draft focusing on the past verb form and past participle form	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Have learners read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback	Have learners to tell what they read to the whole class

Assessment: let learners	
read a variety of age- and	
level appropriate books	
and present at least a-	
three-paragraph summary	
of each book read	
Assessment: let learners	

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B51414 B51415
Performance Indicator	Learners can use models to explain the result of
	addition and subtraction of decimals (up to the
	thousandths).
	Learners can use models to explain the result of
	multiplying a decimal (up to the thousandths) by a
	whole number
Strand	
Sub strand	3: Number: Fractions
Teaching/ Learning Resources	Counters

Core Competencies: Creativity and Innovation Communication and Collaboration Personal

Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and

Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To add 0.645 and 0.39,	Review the lesson with
		means sum 6451000 + 39	Learners
	I'm counting one, what	100 which is 645+3901000	
	is one	= 10351000 = 1.035. That	
	1 - One is one alone,	is, since one is hundredths	Assessment: have
	alone it shall be.	and other thousandths	learners to practice with
	2 - Two pair, two pair	(i.e. one has 2 decimal	more examples
	come pair let us pair	places and the other 3	
	3 - Turn around	decimal places) we can	
	4 - Follow me	line up the decimal points	
	5 - Fire	to align the place values	
		and add as whole	
		numbers	
		0.645	
		+ 0.390	
		<u>1.035</u>	
Tuesday	Sing songs like:	To subtract 0.395 from 0.6	Review the lesson with
		and, one number is in	Learners
	I'm counting one, what	tenths and other is in	
	is one	thousandths (i.e. one has	

	1 - One is one alone,	1 decimal place and the	Assessment: have
	alone it shall be.	other 3 decimal places) it	learners to practice with
	2 - Two pair, two pair	is important to line up the	more examples
	come pair let us pair	decimal points to align the	
	3 - Turn around	place values and add as	
	4 - Follow me	whole numbers.	
	5 - Fire	0.6	
		- <u>0.396</u>	
		0.204	
Wednesday	Sing songs like:	Review multiplying a	Review the lesson with
		fraction by a whole	Learners
	I'm counting one, what	number. e.g.25 ×10 means	
	is one	shade 2×(15 <i>o oo</i> 10) ; i.e.	Assessment: have
	1 - One is one alone,	2×(2) = 4;	learners to practice with
			more examples
Thursday	Sing songs like:	To multiply a decimal	Review the lesson with
		fraction by a whole	Learners
	I'm counting one, what	number, change the	
	is one	decimal number to	Assessment: have
	1 - One is one alone,	common fraction and	learners to practice with
	alone it shall be.	multiply e.g.0.4 ×10	more examples
	2 - Two pair, two pair	means2410 <i>o oo</i> 102=4.0;	
	come pair let us pair	Or multiply the whole	
	3 - Turn around	numbers 4 and 10, and	
	4 - Follow me	place the decimal point at	
	5 - Fire	one decimal place, since	
		0.4 has one decimal place	
Friday	Sing songs like:	To multiply a decimal	Review the lesson with
	I'm counting one, what	fraction (up to	Learners
	is one	thousandths) by a whole	
	1 - One is one alone,	number, first ignore the	
	alone it shall be.	decimal point and	Assessment: have
	2 - Two pair, two pair	multiply the whole	learners to practice with
	come pair let us pair	numbers, check the	more examples
	3 - Turn around	number of decimal places	
	4 - Follow me	and place the decimal	
	5 - Fire	point	

Week Ending				
Class		Five		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning Indicator(s)		B5.3.1.1.1		
Performance Indicator		Learners can know the parts of the respiratory		
		system in humans		
Strand		3: SYSTEMS		
Sub strand		1: THE HUMAN BODY SYSTEMS		
Teaching/ L	earning Resources	Pictures		
Core Comp	etencies: Creativity and Ini	novation Communication an	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)			
	Introduce the lesson	Ask learners to breathe in	Engage learners in an	
	with songs on the parts	and out for some time.	activity to design a	
	of the body, e.g. head,	Relate the act of	breathing model using	
	shoulders, knees and	breathing to the	plastic bags, balloons,	
	toes.	respiratory system and	rubber bands and	
		guide learners to identify	polythene bags.	
		the organs of the system		
		using charts or models.		
		• Use role-play to guide		
		learners to identify the		
		functions of each part		
		(different learners assume		
		and role-play the		
		functions of parts of the		
		respiratory system, e.g.		
		Ama is the lungs and		
		Amina is the diaphragm)		
		. Assessment: let learners		
		identify the parts of the		
		respiratory system in		
		humans		

Thursday	Engage learners to sing	 Learners draw and label 	Learners are tasked to
	songs and recite familiar	the respiratory system and	find out the diseases and
	rhymes	state its function	lifestyles that affect the
			respiratory system
			adversely.
		Assessment: let learners	Project: Assist learners to
		draw and label the	design an improvised
		respiratory system and	breathing apparatus
		state its function	using plastics.

Week Ending		
Class	Five	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B5. 3.1.1. 1.	
Performance Indicator	Learners can identify the moral significance of Sacred	
	Passages and Oral Traditions in the three main religions	
Strand	3: OUR BELIEFS AND VALUES	
Sub strand	Worship	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners recall the modes	What have we learnt
	songs and recite familiar	of worship (charity,	today?
	rhymes	prayer, song ministration,	
		evangelism,) and give	Ask learners to
		reasons why we worship:	summarize the main
		human beings are under	points in the lesson
		the authority of the	
		Creator, we demonstrate	
		that we depend on God	
		for survival, etc.	
		Learners listen to and sing	
		religious songs of the	
		three major religions in	
		Ghana.	
		Learners recite selected	
		passages and, or oral	
		traditions e.g.: The Ten	
		Commandments (Exodus	
		20), Al-Fathiha', Folktales,	
		etc., and show how they	
		can apply them in their	
		daily lives	

		Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions	
Thursday	Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fathiha',.	Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions	

Week Ending	
Class	Five
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B5.2.2.1.1
Performance Indicator Learners can identify the moral significance	
	passages and oral traditions in the three main religions
Strand	2: Religious Practices and their Moral Implications
Sub strand	2: Festivals in the Three Major Religions
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Give selected passages	What have we learnt
	songs and recite familiar	and or oral traditions for	today?
	rhymes	learners to study e.g. the	
		Ten Commandments -	Ask learners to
		(Exodus 20,), Al-Fãtihah,	summarize the main
		folktales, etc. and show	points in the lesson
		how they can apply them	
		in their daily lives.	
		Guide learners to	
		identify sacred passages	
		and oral traditions in the	
		three main religions in	
		Ghana	
		Assessment: let learners	
		identify sacred passages	
		and oral traditions in the	
		three main religions	

Week End	ing		
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning I	ndicator(s)	B5.4.3.2.1	
Performan	nce Indicator	Learners can describe th	ne economic measure
		introduced during the	colonial period includin
		transport and communicati	on projects.
Strand		Colonisation and Developm	ents under Colonial Rule i
		Ghana	
Sub strand	I	Economic Developments Ur	nder Colonial Rule
Teaching/	Learning Resources	Pictures	
Core Comp	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)		
Tuesday	Engage learners to sing	Enumerate contributions	What have we learnt
	songs and recite familiar	in the agricultural sector	today?
	rhymes	(e.g. setting up of	
		agricultural station at	Ask learners to
		Bunso, botanical garden at	summarize the main
		Aburi and Agricultural	points in the lesson
	What were these	College at Kwadaso,	
	economic development	promotion and marketing	
	under colonial rule?	of cocoa farming), the	
		construction of the	
		Takoradi Harbour,	
		construction of roads and	
		railways and introduction	
		of vehicles to link their	
		main centres to evacuate	
		and export items and	
		facilitate movement.	
		Assessment: let learners	

describe the economic

		measures introduced	
		during the colonial period	
Thursday	What were these	Discuss the role of Tetteh	What have we learnt
	economic development	Quarshie in the	today?
	under colonial rule How	introduction of cocoa into	
	do sources of evidence	Ghana and how important	Ask learners to
	help you to understand	cocoa has become	summarize the main
	these developments		points in the lesson
	under colonial rule?		
		Assessment: let learners	
		narrate the role of Tetteh	
		Quarshie in the	
		introduction of cocoa into	
		Ghana and how important	
		cocoa has become	

Week Endin	ng		
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Inc	dicator(s)	B5 1.3.4.2	
Performanc		Learners can plan an exhi	bition of own portfolio of
		visual artworks to educ	·
		experiences of artworks that reflect the physical and	
		social environments in som	e communities in Africa
Strand		Visual Arts	
Sub strand		Displaying and Sharing	
Teaching/ L	earning Resources	Pictures	
Core Compe	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to: 2 watch a	What have we learnt
	songs and recite familiar	short video on an	today?
	rhymes	exhibition or visit an	
		exhibition centre,	Ask learners to
		preferably during the	summarize the main
		circuit, district or regional	points in the lesson
		cultural festival of the	What have we learnt
		cultural education unit of	today?
		the Ghana Education	
		Service); 2 discuss the	Ask learners to
		need for displaying	summarize the main
		portfolio of own visual	points in the lesson
		artworks; 🛚 develop a	
		roadmap for the	
		exhibition by: - fixing a	
		date - selecting a venue -	
		inviting an audience 🛚	
		brainstorm to agree on a	
		theme for the exhibition	
		(e.g. Our Environment); 🛚	

		send manual and/or	
		electronic invitations (e.g.	
		letters, postcards,	
		WhatsApp, E-mail,	
		Twitter, Instagram,	
		Facebook,	
		announcements, posters,	
		jingles) to target audience,	
		for example parents,	
		PTA/SMC members,	
		stakeholders, colleague	
		learners); 🛚 select works	
		for the exhibition by	
		considering factors such	
		as creativity and	
		originality, finishing and	
		decoration, relevance of	
		the works to the theme,	
		social and cultural	
		importance;	
		② decide on mode of	
		display, e.g. hanging,	
		draping, spreading;	
		araping, spreading,	
		Assessment: let learners	
		write a plan for an	
		exhibition of own	
		portfolio of visual	
		artworks	
Wednesday	Engage learners to sing	Learners are to	What have we learnt
vvcancsuay	songs and recite familiar	• plan the layout of the	today?
	rhymes	exhibition hall, prepare	today.
	Tilyines	labels for the works (e.g.	Ask learners to
		title, name of artist, date);	summarize the main
		• clean and prepare the	points in the lesson
		hall and its environment	points in the lesson
		and make it ready for the	
		exhibition;	
		• plan for post exhibition	
		activities such as cleaning,	
		activities such as cleaning,	

appreciation, evaluation,	
reporting,	
Assessment: let learners	
Assessment: let learners	
write a plan for an	
exhibition of own	
portfolio of visual	
artworks	

Week End	ling		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference	2	PE curriculum Page	
Learning I	ndicator(s)	B5.2.2.2.1	
Performa	nce Indicator	Learners can Explain the	differences in applying and
		receiving force when jumping	for height and distance
Strand		MOTOR SKILL AND MOVEMEN	NT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATIVE	AND RHYTHMIC SKILLS
Teaching/	Learning Resources		
Core Com	petencies: Creativity and Innov	ation Communication and Coll	aboration Personal
Developm	nent and Leadership Critical Thi	nking 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	Teacher explains to learners	End the lesson with cool
	demarcated area in files	that in jumping for height,	down activities and use
	while singing and clapping	the performer has to	questions to summarise the
	to warm-up the body for	displace the force of gravity	lesson
	maximal performance and	acting on the body from the	
	to prevent injuries	sky by placing it outside the	
		centre of the body. At the	
		same time, the performer	
		should take advantage of	
		reaction force by pushing	
		hard on the ground during	
		take-off so as to gain height.	
		Learners practice the skill,	
		observe and give them	
		corrective feedback. Ensure	
		that learners progress at	
		their own pace.	

Week Ending	g		
Class Five			
Subject		COMPUTING	
Reference	Computing curriculum Page		
Learning Ind	ing Indicator(s) B5.5.1.3.4. B5.5.1.3.5. B5.5.1.3.6.		
Performance	e Indicator	Learners can identify types	of databases and data.
		Learners can explain fundar	mental database concepts
		Discuss programming lang	uages and their use (e.g
		scratch, vb.net etc.)	
Strand		5: PROGRAMMING AND DA	TABASES
Sub strand		1: INTRODUCTION TO DATA	BASES, ALGORITHM AND
		PROGRAMMING.	
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developmer	nt and Leadership Critical 1	Thinking and Problem Solving	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
		, 0 0	
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	(Preparing The Brain For Learning)	, ,	
	· · ·	, ,	
Wednesday	For Learning)	Assessment)	(Learner And Teacher)
Wednesday	For Learning) Engage learners to sing	Assessment) Guide learners to	(Learner And Teacher) What have we learnt
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of	(Learner And Teacher) What have we learnt
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let	(Learner And Teacher) What have we learnt today?
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their	(Learner And Teacher) What have we learnt today? Ask learners to
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation,	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore.	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming languages and their use	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Wednesday	For Learning) Engage learners to sing songs and recite familiar	Assessment) Guide learners to investigate on the types of databases and data. Let learners present their findings to the class Guide learners to explore the fundamental database concepts e.g. tables and data types, data selection and manipulation, security, and backup and restore. Guide learners to investigate in groups on the programming	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main

	Assessment: let learners	
	identify programming	
	languages and their use	

Learning Indicator (s) (Ref. No.)		B5.3.1.1.3 Recognise that a colon is used to list and		
		explain a statement, or to mention a list of items.		
		B5.3.1.1.4 Recognise that quotation marks are used		
		when you want to write or	quote the same words a	
		person said or wrote.		
Performan	ce Indicators	The learner	should recognise that a	
		colon is used to list	and explain a statement, or	
		to mention a list of	items.	
			should recognise that	
		•	e used when you want to	
			ame words a person said	
		or wrote.		
Week Endi	ng			
Reference		Ghanaian Language curric	ulum	
Subject		GHANAIAN LANGUAGE		
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual	
Core Comp	petencies: Communication a	nd collaboration Personal de	evelopment and leadership	
_	T		T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)	- \\/vita a massaga an tha	What have we leavet	
	Engage leaners to sing songs and recite	 Write a passage on the board with all the 	What have we learnt today?	
	familiar rhymes		today:	
	Tarrillar Triyines	appropriate punctuations.Discuss the use of the		
		colon in the passage. • Assist learners to		
		recognise that a colon is		
		used to list and explain a		
		statement, or to mention		
		a list of items.	Review the lesson with	
		a list of items.	learners	
		Assessment: let learners		
		use a colon to list and		
		explain a statement, or to		
		mention a list of items.		

Engage leaners songs and recite familiar rhymes	to sing	 Call learners to make some utterances by asking questions. Write the utterance in quotation marks on the board and discuss with 	What have we learnt today?
		learners. Assessment: let learners write sentences with quotation marks	Review the lesson with learners
Engage leaners songs and recite familiar rhymes	to sing	 Write a passage on the board with all punctuations. Assist learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote 	What have we learnt today? Review the lesson with learners
		Assessment: let learners Assessment: let learners write sentences with quotation marks	

TERM TWO BASIC SIX WEEK FIVE

WEEKLY SCHEME OF LEARNING- WEEK FIVE BASIC SIX

Name of School.....

Week Ending				
Class	Six			
Subject	ENGLISH LANGUAGE			
Reference	English Language curriculun	n Page		
Learning Indicator(s)	B6.1.7.1.1. B6.2. 6.4.3.	B6.3.5.1.3. B6.4.9.3.2		
, ,	B6.5.4.1.3 B6.6.1.1.1.			
Performance Indicator	A. Learners can em	ploy Think Aloud and		
		ies to make meaning from		
	level-appropriate te	xts		
	B. Learners can use w	ords suitable for purpose,		
	audience, context a	and culture in relation to:		
	type of texts			
	C. Learners can use dit	ferent forms of verbs, the		
	Irregular and infini	tive to talk about personal		
	activities			
		proofread draft, checking		
	•	, punctuation and spelling		
	E. Learners can use a range of verb forms in			
	speech and in writing.			
	F. Learners can read and critique a variety of age-			
	and level appropriate books and present a one			
	page critical commentary based on a set of			
Teaching/ Learning Resources	criteria, on each book read Word cards, sentence cards, letter cards, handwriting			
reaching/ Learning Resources	on a manila card and a class library.			
Core Competencies: Creativity and Inn		•		
Development and Leadership Critical T				
DAYS PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
MINS	(New Learning Including 10MINS			
(Preparing The Brain	Assessment) (Learner And Teacher)			
For Learning)				
Monday Engage learners to sing	A. ORAL LANGAUGE What have we learnt			
songs and recite familiar	 Have learners listen to 	today?		
rhymes	teacher-read texts or			

		video/audio recording on familiar topics. • Model the visualisation strategy to make meaning from texts heard. • Encourage learners to practise constructing meaning from the texts or play.	Ask learners to summarize the main points in the lesson
		Assessment: let learners employ Think Aloud and visualisation strategies to make meaning from levelappropriate texts	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc. Have them role play a simple story to bring out the importance of these elements and their usage	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. GRAMMAR E.g.: I asked my friend to read the story	What have we learnt today? Ask learners to summarize the main points in the lesson

				. 1	
		Assessment: let learners			
		use different forms of			
		verbs, the Irregular and			
		infinitive to talk about			
		persona		ies	
Thursday	Engage learners to sing	D. WRIT			What have we learnt
	songs and recite familiar		=	ick up their	today?
	rhymes		•	er to B5	
		4.3.1) ar			Ask learners to
		convent	ions. E.	g. errors in	summarize the main
		capitalis	ation, _l	ounctuation	points in the lesson
		and spel	ling		
		Reflectiv	<u>re Writ</u>	ing	
		A reflect	ive wri	ting	
		explores	who y	ou are now	
		and who	you w	ere before	
		now. It	focuse	s on a	
		change y	you hav	⁄e	
		experier	nced an	d reflects	
		on how	that ch	ange makes	
		you unic	que.		
		• Take I	earner	s through	
		the writi	ing pro	cess	
		Then	Now	chart	
		Then	Now	Reasons	
				for	
				change	
		llas surs	_1:		
		=		o revise:	
		Prewriti	ng – sti	ategy	
		Malia	lict of L	a.u. +bi	
		Make a list of how things		_	
		used to be and how they			
		are now. Tell why they			
		changed. Continue with			
		the rest of the process:			
		_		ng, Editing	
		and Pub	lishing.		

		Assessment: let learners	
		edit/proofread draft,	
		checking capitalisation,	
		usage, punctuation and	
		spelling	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Guide learners, with	
		examples, to form	Ask learners to
		sentences in the past	summarize the main
		perfect tense. Learners	points in the lesson
		narrate a short event using	
		the simple past and past	
		perfect tenses.	
		 Guide learners with 	
		examples to construct	
		sentences using the past	
		perfect form of verbs.	
		E.g. When you came I had	
		already finished the work.	
		Let learners narrate short	
		events using both tenses.	
		 Let learners write a 	
		letter to an elderly relative	
		on something that	
		happened in the past.	
		 Learners in their groups 	
		(mixed ability), choose a	
		topic or event they will	
		want to write on using the	
		past perfect and simple	
		past tenses.	
		Have learners write a	
		mind map to guide their	
		writing. Learners edit	
		their writing at every stage	
		e.g. introduction, body and	
		conclusion. Encourage	
L	1	Total and an Elicourus	

		them to share their work	
		with other groups	
		Assessment: let learners	
		use a range of verb forms	
		in sentences	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
,	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
	, ,	widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	
		• Learners think-pair-share	
		their stories with peers.	
		• Ask each learner to write	
		a-two-paragraph summary	
		of the book read.	
		 Invite individuals to 	
		present their work to the	
		class for feedback.	
		 Encourage them to visit 	
		the local library to read	
		and borrow books.	
		 Encourage them to 	
		share whatever they read	
		with their mates.	
		A	
		Assessment: let learners	
		read and critique a variety	
		of age- and level	
		appropriate books and present a one-page critical	
		commentary based on a	
		set of criteria, on each	
		book read	
		200K TOMA	

Week Endin	ng			
Class		six		
Subject		HISTORY		
Reference		History curriculum Page		
Learning Inc	dicator(s)	B6.5.4.1.2		
Performand	e Indicator	Learners can explain how G	Shana gained independence	
		through constitutional mea	ns	
Strand		Journey to Independence		
Sub strand		Ghana Gains Independence		
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	Discuss the first general	What have we learnt	
	songs and recite familiar rhymes	elections held in 1951.	today?	
			Ask learners to	
	Which political parties		summarize the main	
	took part in the 1951	Assessment: let learners	points in the lesson	
	general elections? What	narrate the first general		
	was the outcome of that	elections held in 1951		
	election?			
Thursday	Engage learners to sing	Discuss the first general	What have we learnt	
	songs and recite familiar	elections held in 1951.	today?	
	rhymes			
			Ask learners to	
		Assessment: let learners	summarize the main	
		narrate the first general	points in the lesson	
		elections held in 1951		

Week Ending	
Class	six
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B6.4.1.2.1
Performance Indicator	Learners can measure the temperature of a body using
	a thermometer
Strand	FORCES AND ENERGY
Sub strand	SOURCES AND FORMS OF ENERGY
Teaching/ Learning Resources	Pictures

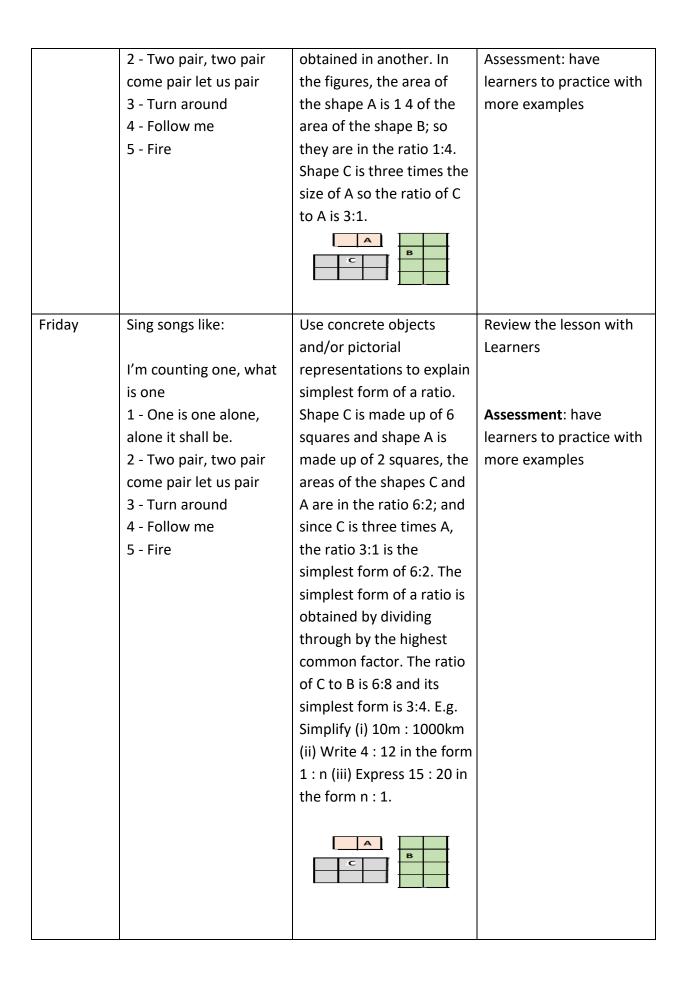
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS (Learner And Teacher)	
	(Preparing The Brain	Assessment)		
	For Learning)			
Monday	Engage learners to sing	Assist learners to reflect	What have we learnt	
	songs and recite familiar	on their previous	today?	
	rhymes	knowledge on heat and		
		temperature (temperature	Ask learners to	
	Discuss the functions of	refers to the degree of	summarize the important	
	parts of plants with	hotness of a body). •	points of the lesson	
	learners	Provide clinical and		
		laboratory thermometers		
		or show pictures of		
		different types of		
		thermometers.		
		 Learners identify the 		
		equipment and where and		
		when it is used.		
		 Guide learners, in 		
		groups, to produce their		
		own improvised		
		thermometers using		
		plastic bottles, plastic		
		straws, dyes and water.		
		Assessment: let learners		
		measure the temperature		

		of a body using a	
		thermometer	
Thursday	Engage learners to sing songs and recite familiar rhymes	Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water. • Some learners share experiences of how their body temperatures were measured on a visit to a health centre. Learners demonstrate the use of thermometers to measure temperature of their bodies and that of	What have we learnt today? Ask learners to summarize the important points of the lesson
		warm water. Assessment: let learners measure the temperature of a body using a thermometer	

Week Ending			
Class	six		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B6.1.3.1.3 B6.1.4.1.1		
Performance Indicator	 A. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction B. Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form 		
Strand	Number		
Sub strand	Fractions		
	Fractions		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To multiply a fraction (i.e.	Review the lesson with
		common or mixed) by a	Learners
	I'm counting one, what	whole number (e.g. 4 2/5	
	is one	× 5) first change all into	
	1 - One is one alone,	common fractions, then	Assessment: have
	alone it shall be.	multiply the numerators	learners to practice with
	2 - Two pair, two pair	separately and multiply	more examples
	come pair let us pair	the denominators	
	3 - Turn around	separately and simplify,	
	4 - Follow me	i.e. 4 $4/5 \times 5 = 24/5 \times 5$	
	5 – Fire	(1) == (24×5)/5 = 120/5	
		= 24/1 = 24. [Note, the	
		product can be simplified	
		before multiplying the	
		numerators separately	
		and multiplying the	
		denominators separately].	

Tuesday	Sing songs like:	To multiply a fraction (i.e.	Review the lesson with
		common or mixed) by a	Learners
	I'm counting one, what	whole number (e.g. 4 2/5	
	is one	× 5) first change all into	
	1 - One is one alone,	common fractions, then	
	alone it shall be.	multiply the numerators	
	2 - Two pair, two pair	separately and multiply	
	come pair let us pair	the denominators	
	3 - Turn around	separately and simplify,	
	4 - Follow me	i.e. 4 4/5 × 5 = 24/5 × 5 /	
	5 – Fire	(1)== (24×5)/5 = 120/5	
		= 24/1 = 24. [Note, the	
		product can be simplified	
		before multiplying the	
		numerators separately	
		and multiplying the	
		denominators separately].	
Wednesday	Sing songs like:	Use concrete objects	
		and/or pictorial	
	I'm counting one, what	representations to explain	
	is one	ratio as a number which	
	1 - One is one alone,	tells the number of times	Assessment: have
	alone it shall be.	a quantity can be	learners to practice with
	2 - Two pair, two pair	obtained in another. In	more examples
	come pair let us pair	the figures, the area of	
	3 - Turn around	the shape A is 14 of the	
	4 - Follow me	area of the shape B; so	
	5 - Fire	they are in the ratio 1:4.	
		Shape C is three times the	
		size of A so the ratio of C	
		to A is 3:1.	
		A	
		С	
Thursday	Sing songs like:	Use concrete objects	Review the lesson with
		and/or pictorial	Learners
	I'm counting one, what	representations to explain	
	is one	ratio as a number which	
	1 - One is one alone,	tells the number of times	
	alone it shall be.	a quantity can be	



Week Endi	ng		
Class		six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ir	ndicator(s)	B6 1.3.4.2	
Performance Indicator		Learners can plan an exhibition of own functional and decorative visual artworks that reflect the physical and social environments of some communities in the world	
Strand		Visual Arts	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Pictures	
Core Comp	petencies: Creativity and Inn	novation Communication an Thinking and Problem Solvin	
Core Comp	petencies: Creativity and Innent and Leadership Critical 1	Novation Communication an Fhinking and Problem Solvin	ng.
Core Comp	petencies: Creativity and Innent and Leadership Critical 1 PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Core Comp	petencies: Creativity and Innent and Leadership Critical 1	Novation Communication an Fhinking and Problem Solvin	ng.
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS

Assessment: let learners

write a plan for an

		exhibition of own functional and decorative visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss the need for displaying portfolio of own visual artworks Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endir	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B6.2.1.2.1	
Performano	e Indicator	Learners can Explain the in	nportance of open space in
		playing team games.	
Strand		Movement Concepts, Princi	iples and Strategies
Sub strand		Space Awareness, Dynamic	s, Relations, Body
		Management and Strategie	S
Teaching/ L	earning Resources	cones	
Core Comp	etencies: 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)		
	Learners jog round a	Learners explain the	What have we learnt
	demarcated area in files	importance of open space	today?
	while singing and	in playing team games as;	Use answers to
	clapping to warm-up the	it allows room for the	summarise the lesson.
	body for maximal	beauty of the game,	
	performance and to	learners are able to	
	prevent injuries	operate in a conducive	
		atmosphere.	
		Self-space and general	
		space are very important	
		when working in groups.	
		Selfspace is the amount of	
		space one occupies when	
		not travelling	

six		
COMPUTING		
Computing curriculum Page		
B6.5.3.1.2 B6.5.3.1.3. B6.5.3.1.4.		
Learners can create basic worksheets using Microsoft		
Excel 2016.		
Learners can perform calculations in an MS-Excel		
worksheet.		
Modify an MS-Excel worksheet.		
PROGRAMMING AND DATABASES		
: INTRODUCTION TO ELECTRONIC SPREADSHEET		
Laptop		

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 learners to sing	Guide learners to develop	What have we learnt
songs and recite familiar	worksheet consisting of	today?
rhymes	list of names ie. teachers,	
	students, friends, families,	Ask learners to
	etc	summarize the main
		points in the lesson
	Guide learners to develop	
	worksheet that will help in	
	, ,	
	addition and subtraction.	
	Guide learners to modify	
	,	
	o. catea iii aii cai iici ciass	
	Assessment: let learners	
	'	
	THE EXECUTION NOTICE OF	
	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc Guide learners to develop

Week End	ing		
Class		six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning I	ndicator(s)	B6.3.1.1.1.	
Performar	nce Indicator	Learners can describe the in	mportance of prayer in ou
		lives	
Strand		OUR BELIEFS AND VALUES	
Sub stranc	I	Worship	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners discuss the	today?
	rhymes	meaning of prayer: a	
		communication between	Ask learners to
		the worshipper and the	summarize the main
		object of worship.	points in the lesson
		Learners talk about the	
		types of prayer:	
		Christianity – thanksgiving,	
		intercession, supplication,	
		confession, etc. Islam-	
		Salat (five daily	
		compulsory prayers),	
		congregational (Ju`mah),	
		etc. Traditional–	
		thanksgiving, intercession,	
		supplication, confession,	
		etc.	
		Assessment: let learners	

describe the types of

prayer

Thursday	Engage learners to sing	Learners discuss the	What have we learnt
inarsaay			
	songs and recite familiar		today?
	rhymes	• brings us closer to God	
		• It shows our	Ask learners to
		dependence on God, etc.	summarize the main
		Learners demonstrate	points in the lesson
		how prayer is done in the	
		three major religions.	
		Assessment: let learners	
		describe the importance	
		of prayer in our lives	
		o. p.a., c ca cc	

Week En	ding		
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning	Indicator(s)	B6. 3.1.1.1.	
	ince Indicator	Learners can narrate the st	tory of the latter lives of the
		leaders of the major religion	ons
Strand		Religious Leaders	
Sub stran	ıd	The Latter Lives of Leader	s of the Three Major
		Religions in Ghana	·
Teaching	/ Learning Resources	Pictures	
	npetencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
	nent and Leadership Critical		
	·		
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 latter lives of	today?
	rhymes	the religious leaders:	
		- Jesus Christ-triumphant	Ask learners to
		entry to Jerusalem (Palm	summarize the main
		Sunday), Last Supper,	points in the lesson
		Prayer at Gethsemane,	
		arrest and trial,	
		crucifixion, death and	
		resurrection.	
		- The Holy Prophet	
		Muhammad (S.A.W.) -	
		triumphant entry into	
		Makkah, farewell	
		message, sickness and	
		death.	
		- Traditional leader (e.g.	
		OkomfoAnokye)-	
		priesthood, miracles and	
		other activities and death.	

	Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	
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Learning Indicator (s) (Ref. No.)		B6.3.1.1.2 Write sentences using joint scripts	
Performance Indicators		The learner should write sentences using joint scripts	
Week Endi	ng		
Reference		Ghanaian Language curriculum	
Subject Teaching/ Learning Resources		GHANAIAN LANGUAGE Manila cards, markers, recorded audios visual	
_	1		
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	Give learners longer	What have we learnt
	songs and recite	sentences on flashcards to	today?
	familiar rhymes	read.	
		• Discuss joint scripts with	
		learners.	
		Use some joint scripts to	
		write some sentences on	
		the board.	
		Show the flashcards to	
		the learners.	
		Help learners write	
		sentences using joint	
		scripts from the sentences	
		on the flashcard	
			Review the lesson with
		Assessment: let learners	learners
		write sentences using joint	
		scripts	
	Engage leaners to sing	Use some joint scripts	What have we learnt
	songs and recite	to write some sentences	today?
	familiar rhymes	on the board.	
		Show the flashcards to	
		the learners.	
		Help learners write	
		sentences using joint	

	scripts from the sentences on the flashcard. Assessment: let learners write sentences using joint scripts	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Use some joint scripts to write some sentences on the board. Show the flashcards to the learners. Help learners write sentences using joint scripts from the sentences on the flashcard. 	What have we learnt today?
	Assessment: let learners write sentences using joint scripts	Review the lesson with learners

THE GRANDMOTHER TERM 2, WEEK 6 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK SIX

WEEKLY LESSON PLAN FOR KG 1- WEEK FIVE

Name of School.....

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Monday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.1 PERFORMANCE INDICATOR: Learners can talk about God as the Creator of all things and discuss different ways that people worship him	
CORE COMPETENCE: Communication Leadership (PL) Creativity and Innov KEY WORDS:		• •	•
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		ers to sing songs and recite rhymes to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	for the wee about differ K- Call on the know about they belong the difference religious grows. W- Allow leathey want to how they want to how	arners to ask question about what o know from their friends about	Poster/ cut out picture Cut out shapes, big books, counters, crayons

	L- Encourage learners to appreciate each other and then share what they have learned (L) from their friends. Decorate the classroom with conversational posters of different religious groups and have learners use them as resource to talk about their beliefs.	
	Assessment: let learners describe God as the Creator of all things and mention different ways that people worship him	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND : VALUES AND BELIEFS	
DAY: Tuesday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		INDICATORS: K1.3.4.1.2 PERFORMANCE INDICATOR: Learners can handle their religious scriptures (book) appropriately.	
		on and collaboration (CC) Personal Evation (CI) Critical Thinking and Prob	•
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.		
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Learners Bill others that Using the le scaffold lea books paying in the books. Use a short and respect Have learned each that id Ghana and Assessment.	t story to assist learners appreciate to ther religious books. ers either sing or draw one object dentify the three main religions in talk about it t: let learners mention ways of eir religious scriptures (book)	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review less in relation t	on with Learners by singing songs to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Wednesday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD:	K1.3.4.1	INDICATORS: K1.3.4.1.3	
Demonstrate understa	_	DEDECORMANICE INDICATOR.	
and relating well with people with different beliefs		PERFORMANCE INDICATOR: Learners can interact actively with peers during a teacher-read aloud session about religious beliefs, use visual information to understand the unfamiliar words when reading and use new vocabulary acquired to talk about their beliefs.	
		on and collaboration (CC) Personal I	•
. , ,	rity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
	Harra la arra	water single control of the other water	
PHASE 1: STARTER 10 MINS		ers to sing songs and recite rhymes to the lesson.	
(Preparing the Brain	l mai relate i	o the lesson.	
for Learning)			
PHASE 2: MAIN	Follow the h	pefore reading, during reading and	Poster/ cut out
40MINS		g strategies as you read an	picture
(New Learning	informational text on different religious		picture
Including		hana and how they worship.	Cut out shapes, big
Assessment)		and have the learners respond to	books, counters,
,		relating the information to their	crayons
	lives. Use vi	sual information such as pictures	
	to explain u	nfamiliar words such as mosque,	
	chapel, etc.		
		entify and share what they have	
		t the things that we all do in	
		d things that are different about	
		ligious groups. ers to talk a lot using the new	
		that they have heard from the	
	book.	that they have heard from the	
		le play what their religious leaders	
		ading worship.	
	Have learne	ers talk about and demonstrate	
		ill relate with their classmates and	
		ers in harmony although they	
	_	fferent religious groups.	
		etters in at least two religious	
	books and/	or name of worship place and use	

	comparative language ("more than", "less than", "same as") and signs ([<], [>], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc. To extend this activity using different objects Assessment: let learners use new vocabulary acquired to talk about their beliefs.	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: VALUES AND BELIEFS
DAY: Thursday CLASS: KG 1	SUB STRAND: OUR BELIEFS
CONTENT STANDARD: K1.3.4.1	INDICATORS: K1.3.4.1.4
Demonstrate understanding of	INDICATORS: K1.5.4.1.4
and relating well with people with	PERFORMANCE INDICATOR:
different beliefs	Learners can draw one activity that we do when
	worshipping God and label it with one or two words.

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Using poster and/or picture depicting the three main religion at worship, discuss the three main with the learners. Providing learners with sheet of paper or exercise books, have learners draw, paint and label one way to worship God and label it. Teacher provides different vocabulary on the whiteboard as a resource. Learners decorate the classroom with their pictures. Have learners sort the drawings according to the given criterion (e.g. religion, colours, size) and match the groups with number cards. You can have learners replicate the matching activity into their exercise book Assessment: let learners draw one activity that we do when worshipping God and label	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	it with one or two words. Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: VALUES AND BELIEFS	
DAY: Friday CLASS: KG 1		SUB STRAND: OUR BELIEFS	
CONTENT STANDARD: K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs CORE COMPETENCE: Communication Leadership (PL) Creativity and Innover KEY WORDS:		INDICATORS: K1.3.4.1.5 PERFORMANCE INDICATOR: Learners can play different music	al instrument, sing
		• •	Development and
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)		ers to sing songs and recite rhymes to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	instruments perform and different re Encourage I together as Have learned Create diffe scaffold lea Combine and church serv Extend this level-approf words on ca Explain the the words t	erent religious songs and musical s, have learners be in groups and d dance to the music of the three ligions in Ghana. earners to sing and dance a way of appreciating each other. ers discuss their performances. erent everyday situations and rners to add numbers. E.g. mount of money collected at ice, etc. activity with other objects. Using priate sight words, display sight erds and guide learners to read. words and guide learners to use o form short and simple sentences words in the exercise book	Poster/ cut out picture Cut out shapes, big books, counters, crayons
		:: let learners play different crument, sing religious songs and	

dance on the music

PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK SIX

WEEKLY LESSON PLAN FOR KG 2- WEEK SIX

Name of School.....

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Monday	SUB STRAND: : KNOWING THE SPECIAL PLACES IN MY COMMUNITY
CLASS: KG 2	
CONTENT STANDARD : K2.4.1.1	INDICATORS: K2.4.1.1.1 K2.4.1.1.2
Demonstrate understanding of the special places in our local	PERFORMANCE INDICATOR:
community	Learners can talk about familiar, places, things and events with prompting and support
	Learners can listen attentively to a read aloud of an informational text about special places and participate actively in the KWL reading technique asking and answering one's own questions.
	an and callaboration (CC) Personal Development and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain	Have learners to sing songs and recite rhymes that relate to the lesson.	
for Learning)		
PHASE 2: MAIN 40MINS (New Learning	Community Circle time: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.	Poster/ cut out picture
Including Assessment)	Display a conversational poster showing some special places in a community where learners can go.	Cut out shapes, big books, counters, crayons
	Have learners observe the poster and talk about some of the special places in every	

	community, e.g. the chief's house, the	
	market, police station, the hospital.	
	Prepare the learners for a field trip to the	
	chief's palace and the police station during	
	the week. (For an advance preparation, ask	
	permission from the places by mouth and	
	with a letter.)	
	·	
	Arrange with a resource person to talk to the	
	learners.	
	While back at school, have learners share	
	what they have learnt on the field.	
	Follow the KWL technique procedure and	
	have learners learn more about the	
	importance of special places in a community.	
	portanio or openar praeco a commanio,	
	K-Discuss what the learners already know,	
	W learners ask all their questions about	
	what they want to know.	
	② L Read to them, pausing often for them to	
	share what they are learning and have learnt.	
	share what they are rearming and have rearmed	
	Assessment: let learners listen attentively to	
	a read aloud of an informational text about	
	special places and participate actively in the	
	asking and answering questions	
PHASE 3:	Review lesson with Learners by singing songs	
TIMOL J.	in relation to it	
REFLECTION 10MINS		
/1		
(Learner and		
Teacher)		
,		

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Tuesday CLASS: KG 2	SUB STRAND: KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
CONTENT STANDARD: K2.4.1.1	INDICATORS: K2.4.1.1.3 K2.4.1.1. 4	
Demonstrate understanding of the special places in our local community	PERFORMANCE INDICATOR: Learners can read level-appropriate sight words from the big book Learners can recognize at least 50% of the letter sounds of the alphabet	

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
(Preparing the Brain for Learning)			
PHASE 2: MAIN	Display sight words on word cards and guide	Poster/ cut out	
40MINS	learners to read	picture	
(New Learning	Have them look for the sight words from the big book and guide learners to use the	Cut out shapes, big	
Including	words to form short and simple sentences.	books, counters,	
Assessment)	② Copy words in the exercise book.	crayons	
	Write level appropriate content vocabulary in their ruled exercise books and read them to each other		
	Play Alphabet Relay Game		
	Put learners in groups of 4 to compete for letter recognition and writing.		
	Give each group a piece of chalk.		
	Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.		

	Call out another letter and let pupils take	
	turns.	
	Assessment: let learners identify at least 50% of the letter sounds of the alphabet	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: MY LOCAL COMMUNITY		
DAY: Wednesday CLASS: KG 2		SUB STRAND: KNOWING THE SPECIAL PLACES IN MY COMMUNITY		
CONTENT STANDARD:	K2.4.1.1	INDICATORS: K2.4.1.1. 5		
Demonstrate understa	•	PERFORMANCE INDICATOR:		
special places in our loc	cal	PERIORIVIANCE INDICATOR.		
community		Learners can identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books		
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [
Leadership (PL) Creativ	ity and Innov	ration (CI) Critical Thinking and Prob	lem Solving	
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes			
MINS	that relate to the lesson.			
(Preparing the Brain for Learning)				
PHASE 2: MAIN	Rapidly revise the letter sounds learnt so far.		Poster/ cut out	
40MINS	☑ Follow the procedure as in K2 .1.1.1.5 to		picture	
(New Learning	continue teaching the letter-sound for the week.			
Including			Cut out shapes, big books, counters,	
Assessment)			crayons	
PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it			
(Learner and				

Teacher)

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Thursday	SUB STRAND: KNOWING THE SPECIAL PLACES IN MY COMMUNITY
CLASS: KG 2	
CONTENT STANDARD: K2.4.1.1	INDICATORS: K2.4.1.1.6
Demonstrate understanding of the special places in our local	PERFORMANCE INDICATOR:
community	Learners can talk about the ideas expressed in one's own art and that of others.
CORE COMPETENCE: Communication	an and callaboration (CC) Parsonal Davidonment and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Let learners draw any special place(s) they	Poster/ cut out
40MINS	have ever been to.	picture
(New Learning	Display the work and give each child the	
	opportunity to explain elements in the art.	Cut out shapes, big
Including		books, counters,
Assessment)	Assessment: let learners talk about the ideas	crayons
	expressed in one's own art and that of others	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Friday		
CLASS: KG 2	SUB STRAND: KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
CONTENT STANDARD: K2.4.1.1	INDICATORS: K2.4.1.1.7	
Demonstrate understanding of the special places in our local	PERFORMANCE INDICATOR:	
community	Learners can create simple patterns with more than one shape, colour, size	
CODE COMPETENCE C		

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Encourage learners to use different	Poster/ cut out
40MINS	colours/sizes of shapes to create the patterns.	picture
(New Learning	Arrange different colours of shapes in a	
Including	particular pattern	Cut out shapes, big
	books, cou	
Assessment)		crayons
	Assessment: let learners create simple	
	patterns with more than one shape, colour, size	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO BASIC ONE WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC ONE

Name of School.....

Class	ng		
Class		0ne	
Subject		ENGLISH LANGUAGE	
Reference English Language curriculum Page		n Page	
Learning Indicator(s)		B1.1.7.1.1. B1.2.6.1.3 B1.5.4.1.3 B1.6.1.1.1.	
Performance Indicator Learners can listen to and reproduce narrative Learners can use words acquired through reading in conversation Learners can make a list of objects in the sche Learners can use the present tense continut of verbs Learners can read a variety of age — appropriation and texts from print		objects in the school ent tense continuous form	
Teaching/	Learning Resources	Word cards, sentence cards on a manila card and a class	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS
			(Learner And Teacher)

		Tall, also, all the control of	
		talk about the content of	
		the text.	
		 After Reading – Have the 	
		learners answer simple	
		questions based on the	
		text. – Have them role-	
		play the events in the	
		story	
		Assessment: let learners	
		listen to and reproduce	
		narrative texts	
Tuesday	Engage learners to sing	B.READING	What have we learnt
racsaay	songs and recite familiar	D.NEADING	today?
	rhymes	In groups, let learners	today.
	,	engage in conversation	Ask learners to
		using familiar and high	summarize the main
		frequency words on given	points in the lesson
		topics. e. g. My Classroom	
		Assessment: let learners	
		use words acquired	
		through talk and reading in conversation	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
vvcuricsday	songs and recite familiar	Guide learners with	today?
	rhymes	questions to talk about	today:
	,	the various areas or places	Ask learners to
		in the school e.g. head	summarize the main
		teacher's office, canteen	points in the lesson
		etc.	
		• Put learners into groups.	
		Let each group choose a	
		name for their group and	
		an area or place they want	
		to work on.	
		• Let each group list the	
		objects found in the place	
		of their choice. • Have a big chart on the	
		wall and copy their lists on	
		the chart. Let groups take	
		turns to edit their work.	
		tains to cuit their work.	

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		 Let learners copy the edited words into their books. Assessment: let learners 	
		make a list of objects in the school	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Guide learners to use the present tense continuous form of verbs	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use the present tense continuous form of verbs to form sentences	
Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite familiar rhymes	Using book tease or book talk, introduce the	today?
	Tilyines	reading/ library time.	Ask learners to
		 Have a variety of age 	summarize the main
		appropriate books for learners to make a choice	points in the lesson
		from.	
		Introduce picture or	
		wordless books, pop-up and flip-the-page texts to	
		learners.	
		 Encourage them to read 	
		individually and in pairs,	
		and provide support and	
		encouragement	
		Assessment: let learners read a variety of age – appropriate books and texts from print	

Week Ending		
Class	one	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B1.1.2.4.1	
Performance Indicator	Learners can use counting on, counting down and	
	missing addend strategies for adding and subtracting	
	within 20	
Strand	NUMBER	
Sub strand	Number Operations (Addition, Subtraction,	
	Multiplication and Division	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	"Making 10s" (i.e., if 7 + 2 + 3, do 7 + 3 = 10 first then add 2. The answer is 12. Or if given 7 + 2 + 3, change the order of the addends to 7 + 3 + 2 to produce combinations that add to 10; Or if given 2 + 6 + 4, add the two last addends first to produce 2 + 6 + 4 = 2 + 10 = 12 Or if given 8 + 3, change question to 8 + 2 + 1 = 10 + 1 = 11	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	"Making 10s" (i.e., if 7 + 2 + 3, do 7 + 3 = 10 first then add 2. The answer is 12. Or if given 7 + 2 + 3, change the order of the addends to 7 + 3 + 2 to produce combinations that add to 10; Or if given 2 + 6	Review the lesson with Learners Assessment: have learners to practice with more examples

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		+ 4, add the two last addends first to produce 2 + 6 + 4 = 2 + 10 = 12 Or if given 8 + 3, change question to 8 + 2 + 1 = 10 + 1 = 11	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	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.	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	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	"Making doubles" (i.e., if 5 + 4, do 4 + 4 = 8 then add 1. The answer is 9. Or if given 6 + 7, change question to 6 + 6, which give 12 then add 1. The answer is 13).	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ng		
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B1.3.1.1.1	
Performan	ce Indicator	Learners can identify the ex	ternal human body parts b
		their appropriate names	
Strand		SYSTEMS	
Sub strand		THE HUMAN BODY SYSTEM	S
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Use songs to get learners	What have we learnt
	songs and recite familiar	to name the parts of their	today?
	rhymes	bodies e.g., "my head, my	
	rhymes	shoulders, my knees and	Ask learners to
	rhymes	shoulders, my knees and toes" or "show me your	
	rhymes	shoulders, my knees and toes" or "show me your head, show me your	
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes".	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body.	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human body and use a colour of	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human	summarize the importa
	rhymes	shoulders, my knees and toes" or "show me your head, show me your eyes". • Use realia, videos or charts/pictures to guide learners identify the external parts of the human body. • Learners draw a human body and use a colour of their choice to colour their	summarize the importa

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outline of the human body

on a cardboard or paper.

human body parts by their

What have we learnt

today?

appropriate names

Learners can trace an

Thursday

Engage learners to sing

songs and recite familiar

rhymes

	Learners display their	Ask learners to
	work for discussion	summarize the important
		points of the lesson
	Assessment: let learners	
	identify the external	
	human body parts by their	
	appropriate names	

Week End	ding		
Class		One	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	Indicator(s)	B1 2.1.1.2	
Performa	nce Indicator	Learners can recite religious	s passages and sing religiou
		songs	
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Worship in the Th	ree Major Religions in
		Ghana	
Teaching/	Learning Resources	Pictures	
	petencies: Creativity and Inr nent and Leadership Critical		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
.	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	•	,
Friday	Engage learners to sing	Show pictures, video	What have we learnt
	songs and recite familiar	clips, etc. of songs and	today?
	rhymes	recitations from the three	
		main religions.	Ask learners to
		 Let learners sing and 	summarize the main
		recite texts from the three	points in the lesson
		main religions: 1. The	
		Lord's Prayer, Psalm 23	
		(Christian), 2. Al- Fãtihah	
		(Islamic) and 3. any recital	
		from the traditional	
		religion-sacred myths,	
		riddle, proverbs, etc.	
		(Traditional).	
		Assessment: let learners	
		recite religious passages	
		and sing religious songs	

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B1.2.3.1.2
Performance Indicator	Learners can recall when the name Ghana came into
	formal use
Strand	My Country Ghana
Sub strand	How Ghana Got Its Name
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Dramatise a scene in parliament in changing the name Gold Coast to Ghana. Assessment: let learners recall when the name Ghana came into formal use	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	Dramatise a scene in parliament in changing the name Gold Coast to Ghana. Assessment: let learners recall when the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson

		T	
Week Endi	ng		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B1.2.1.2.1:	
Performan	ce Indicator	Learners can identify perso	nal space
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub strand		SPACE AWARENESS, DYNAM	AICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching/ I	earning Resources	cones	
Core Comp	etencies: Creativity and Inr	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)		
Friday	Learners jog round a	Give learners a photocopy	What have we learnt
	demarcated area in files	of a field with a marked	today?
	while singing and	space to colour. Give the	
	clapping to warm-up the	work to them as a project	Use answers to
	body for maximal		summarise the lesson.
	performance and to		
	prevent injuries		

Week Ending	
Class	One
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B1.3.3.1.1.
Performance Indicator	Learners can explain basic human needs and rights of
	self and others
Strand	OUR BELIEFS AND VALUES
Sub strand	Basic Human Rights
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Engage learners with games/storytelling, rhymes to talk about	What have we learnt today?
	Tilyines	human needs and rights.	Ask learners to
		Human needs: food, shelter. Clothing. Human rights: right to life, freedom of association, right to movement, personal liberty, right to fair trial, etc.	summarize the main points in the lesson
		Assessment: let learners explain basic human needs	
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners with games/storytelling, rhymes to talk about human needs and rights.	What have we learnt today?
		Human needs: food, shelter. Clothing. Human rights: right to life,	Ask learners to summarize the main points in the lesson

freedom of association, right to movement, personal liberty, right to fair trial, etc.	
Assessment: let learners explain basic human rights	

Week Ending		
Class	one	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B1 2.2.3.3	
Performance Indicator	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community	
Strand	PERFORMING ARTS	
Sub strand	Planning, Making and Composing	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: perform own music, dance and drama that reflect the identified topical issues in the local community Assessment: let learners create own performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② perform own music, dance and drama that reflect the identified topical issues in the local community Assessment: let learners create own performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B1.2.5.1.1. Match pictures or objects with words.	
3 13 13 (1) (1911)		B1.2.5.1.2 Read labelled objects and pictures.	
		B1.2.5.1.3 Recognise and read simple words on cards	
Performance Indicators		The learner should match pictures or	
		objects with words.	
		The learner should read labelled	
		objects and pictures.	
		 The learner should recognise and read 	
		simple words on cards	
Week End			
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication a		nd collaboration Personal development and leadership	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Draw some objects on	What have we learnt
	songs and recite	the board and write their	today?
	familiar rhymes	names beside them.	
		• Lead learners to match	
		pictures or objects with	
		their names.	
		Draw more objects on	
		the board and provide	
		their names.	
		Call learners one by one	
		to match the pictures with	
		the names written.	
		Assessment: let learners	Review the lesson with
		match pictures or objects	learners
		with words.	

Engaga lagrana ta stra	Duanti agua a alaita ata a a	M/hat have wellered
Engage leaners to sing	1	What have we learnt
songs and recite	the board and write their	today?
familiar rhymes	names under them.	
	 Lead learners to read 	
	the names written under	
	the pictures.	
	 Draw more objects on 	
	the board and provide	
	their names.	
	• Call learners one by one	
	to read what is written	
	under the pictures.	
	·	Review the lesson with
	Assessment: let learners	learners
	read labelled objects and	
	pictures.	
Engage leaners to sing	'	What have we learnt
songs and recite	words on cards and	today?
familiar rhymes	display it on the board.	,
,,,,	• Lead learners to read	
	the words on the card.	Review the lesson with
	• Call learners one by one	learners
	,	learners
	to read the words as you	
	point them (the words).	
	According to the last transfer to	
	Assessment: let learners	
	read simple words on	
	cards	

TERM TWO BASIC TWO WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC TWO

Name of School.....

Week Endi	ng					
Class Two						
Subject		ENGLISH LANGUAGE				
Reference		English Language curriculum Page				
Learning Indicator(s)		B2.1.6.2.2. B2.2.7.1.1. B2.4.5.1.2				
		B2.5.5.1.1. B2.6.1.1	.1			
Performance Indicator		Learners can ask and answer questions for				
		clarifications about what other people say				
		Learners can use illustrations, text clues and context to make predictions during reading Learners can write simple and meaningful				
				sentences on objects found in the environment		
				Learners can identify and use simple sentences to describe the weather and show quantity and		
		position or order of people and things				
				1.	, ,	
				Learners can read a variety of age and level appropriate books and texts from print and		
		non-print				
Teaching/	Learning Resources	Word cards, sentence cards, letter cards,				
reaching, Learning Resources		handwriting on a manila card and a class				
		library.				
Core Comp	etencies: Creativity an	d Innovation Communicat	ion and Collaboration			
-	<u>-</u>	ership Critical Thinking and				
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3:			
	10	(New Learning	REFLECTION			
	MINS	Including	10MINS			
	(Preparing The	Assessment)	(Learner And			
	Brain		Teacher)			
N.4 1	For Learning)	A ODAL LANCAUGE	Matheway I in a			
Monday	Engage learners to	A. ORAL LANGAUGE	What have we learnt			
	sing songs and	Have learners recall the	today?			
	recite familiar	discussion on turn-	Ask loarners to			
	rhymes	taking in conversation and state the rules.	Ask learners to summarize the main			
			points in the lesson			
		 Encourage learners to ask and answer 	points in the lesson			
		ask allu allswel				

			1
		questions for	
		clarification on what	
		other learners have	
		said.	
		Encourage	
		appropriate language	
		use during	
		conversations	
		Assessment: let	
		learners ask and answer	
		questions for	
		clarifications about	
		what other people say	
Tuesday	Engage learners to	B.READING	What have we learnt
ruesday	sing songs and	D.INE/IDIIVO	today?
	recite familiar	Have learners use text	,
	rhymes	features like title,	Ask learners to
		illustrations and text	summarize the main
		clues to make meaning	points in the lesson
		and inferences.	
		Have learners predict,	
		brainstorm on the topic and have them read to	
		confirm their	
		predictions. • Have	
		learners pause	
		frequently during	
		reading to make	
		predictions to enhance	
		comprehension.	
		A 1 - 1 - 1	
		Assessment: let learners use	
		illustrations, text clues	
		and context to make	
		predictions during	
		reading	
Wednesday	Engage learners to	C. WRITING	What have we learnt
	sing songs and	Encourage each group	today?
	recite familiar	to add pictures to their	
	rhymes	sentences.	Ask learners to
			summarize the main
			points in the lesson

	T	T	
		Publish their work on	
		the walls and	
		encourage gallery walk.	
		Assessment: let	
		learners	
		write simple and	
		meaningful sentences	
		on objects found in the	
		environment	
Thursday	Engage learners to	D.WRITING	What have we learnt
	sing songs and	CONVENTIONS AND	today?
	recite familiar	GRAMMAR USAGE	
	rhymes	Use appropriate texts	Ask learners to
		to help learners to	summarize the main
		describe the weather	points in the lesson
		and show quantity and	
		position or order of people and things	
		people and tillings	
		Assessment: let	
		learners identify and	
		use simple sentences to	
		describe the weather	
		and show quantity and	
		position or order of	
		people and things	
Friday	Engage learners to	E.EXTENSIVE READING	What have we learnt
	sing songs and	Use the Author's chair	today?
	recite familiar	to introduce the	
	rhymes	reading/ library time.	Ask learners to
		Have a variety of age	summarize the main
		and level-appropriate	points in the lesson
		books for learners to	
		make a choice.	
		• Introduce narratives,	
		pop-up and flip-the-	
		page texts to learners.	
		• Introduce e-books to	
		learners, if available.	
		For each reading	
		session, guide learners	
		to select books	
		Assessment: let	
		learners read a variety	
		learners read a variety	

	of age and level-	
	appropriate books and	
	texts from print and	
	non-print	

Week Ending	
Class	Two
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B2 2.2.3.3
Performance Indicator	Learners can create performing artworks to express
	own views, knowledge and understanding of topical
	issues in other Ghanaian communities
Strand	PERFORMING ARTS
Sub strand	Planning, Making and Composing
Teaching/ Learning Resources	Pictures
Cara Campatancias, Craativity and In	navation Communication and Callaboration Daysonal

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② select ideas from topical issues in Ghana to create own music, dance, drama, story or poem; Assessment: let learners can create performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana. Assessment: let learners can create performing artworks to express own views	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Endi	ng		
Class		Two	
Subject		MATHEMATICS Mathematics curriculum Page	
Reference			
Learning In	dicator(s)	B2.1.3.1.3	
Performan	ce Indicator	Learners can determine the	ne number of halves ar
		quarters in a whole	
Strand		NUMBER	
Sub strand	Sub strand Fractions		
Teaching/	Learning 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)		
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	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes	Review the lesson with Learners

and ask them to state the

relationship between

Assessment: have

more examples

learners to practice with

1 - One is one alone,

alone it shall be.

	2 - Two pair, two pair come pair let us pair	(i) a whole and one-half; (ii) a whole and one- fourth, and (iii) onehalf and one-fourth	
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	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth	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	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between (i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth	Review the lesson with Learners Assessment: have learners to practice with more examples

Friday	Sing songs like:	Show learners several	Review the lesson with
		pictorial representations	Learners
	I'm counting one, what	(or card cut outs) of	
	is one	halves, fourths and wholes	
	1 - One is one alone,	and ask them to state the	Assessment: have
	alone it shall be.	relationship between	learners to practice with
	2 - Two pair, two pair	(i) a whole and one-half;	more examples
		(ii) a whole and one-	
		fourth, and	
		(iii) onehalf and one-fourth	

Week Ending	
Class	Two
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B2.4.1.2.1
Performance Indicator	Learners can understand that objects become hot or
	cold through the loss or gain of heat
Strand	FORCES AND ENERGY
Sub strand	SOURCES AND FORMS OF ENERGY
Teaching/ Learning Resources	Pictures
Core Competencies: Creativity and	Innovation Communication and Collaboration Personal
Development and Leadership Critical Thinking and Problem Solving.	

DAYS	PHASE 1: STARTER 10	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 feel hot and cold	What have we learnt
	songs and recite familiar	substances and discuss	today?
	rhymes	their observations.	
		 In a practical activity, 	Ask learners to
		learners create heat by	summarize the important
		rubbing the palms, boiling	points of the lesson
		water, burning candle, etc.	
		Engage learners in an	
		activity that makes things	
		lose heat, e.g. adding cold	
		water to hot water,	
		leaving a hot substance to	
		stand for some time,	
		unplucking a hot electric	
		iron, or a local box iron,	
		putting a substance in a	
		refrigerator etc.	
		Assessment: let learners	
		explain that objects	
		become hot or cold	

		through the loss or gain of	
		heat	
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners in an activity that makes things lose heat, e.g. adding cold water to hot water, leaving a hot substance to stand for some time, unplucking a hot electric iron, or a local box iron, putting a substance in a refrigerator etc. • Provide learners with water and ask learners to plan how to make it hot or cold.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Core Assessment: let learners explain that objects become hot or cold through the loss or gain of heat	

Week En	ding		
Class		Two	
Subject		RELIGIOUS AND MORAL ED	UCATION
Referenc	e	RME curriculum Page	
Learning Indicator(s)		B2.2.2.1.1:	
Performance Indicator		Learners can demonstrate	activities which take plac
		during the celebration of fe	stivals.
Strand		Religious Practices and thei	r Moral Implications
Sub strand		Festivals in the Three Major	Religions
Teaching	/ Learning Resources	Pictures	
Core Con	npetencies: Creativity and Inc	Innovation Communication and Collaboration Persona	
Develop	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	F 1 \		
	For Learning)		
Friday	Engage learners to sing	• Let learners role-play or	What have we learnt
Friday		dramatise activities that	What have we learnt today?
Friday	Engage learners to sing	dramatise activities that take place during the	
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking,	
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union,	today?
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc.	today? Ask learners to
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc. • Let learners draw scenes	today? Ask learners to summarize the main
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc.	today? Ask learners to summarize the main
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc. • Let learners draw scenes	today? Ask learners to summarize the main
Friday	Engage learners to sing songs and recite familiar	dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc. • Let learners draw scenes	today? Ask learners to summarize the main

demonstrate activities which take place during the celebration of festivals

144 - 1 E - 1º -			
Week Endir			
Class			
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B2.2.4.1.1	
Performano	e Indicator	Learners can discuss the	history of Ghana's major
		historical locations. Examp	les include Kumasi military
		museum, Komfo Anokye Sw	ord, Assin Manso slave site,
		Gbewa Palace	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ L	earning Resources	Pictures	
Core Compe	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	Retell the history of major	What have we learnt
	songs and recite familiar	sites in their community.	today?
	rhymes		
			Ask learners to
		Assessment: let learners	summarize the main
		narrate the history of	points in the lesson
		Ghana's major historical	
Thursday	Engage learners to sing	locations. Retell the history of major	What have we learnt
illuisuay	Engage learners to sing songs and recite familiar	sites in their community.	today?
	rhymes	Sices in their community.	touay:
	iniyines		Ask learners to
		Assessment: let learners	summarize the main
		narrate the history of	
		Ghana's major historical	points in the lesson
		locations.	

		T		
Week Ending				
Class		Two		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page	PE curriculum Page	
Learning Indicator(s) B2.2.1.2.1				
Performan	ice Indicator	Learners can Explain open spaces		
Strand		MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand		SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY	
	MANAGEMENT AND STRATEGIES		EGIES	
Teaching/	Learning Resources	cones		
Core Comp	petencies: Creativity and Inc	Innovation Communication and Collaboration Personal		
Developm	ent and Leadership Critical	cal Thinking and Problem Solving.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	Learners explain open	What have we learnt	
	demarcated area in files	space by moving to free	today?	
	while singing and	space within the		
	clapping to warm-up the	demarcated working area.	Use answers to	
	body for maximal	From their personal space,	summarise the lesson.	
	performance and to	ask them to move (jog,		
	prevent injuries	run at varied speed) to		
		open space within the		
		working boundaries.		
1	1			

Week Endir	ng		
Class		Two	
Subject	OUR WORLD OUR PEOPLE		
Reference		Our World Our People cur	riculum Page
Learning Inc	dicator(s)	B2.3.2.2. 1.	
Performano	ce Indicator	Learners can identify thing	s that families do to show
		their commitment to God	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Festivals	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the religious activities their families perform to show commitment to God: morning devotion, going to church, mosque or the shrine. Learners, in groups, identify the number of times religious activities are performed during the day, week and occasionally. Assessment: let learners identify things that families do to show their commitment to God	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play what their families do to show commitment to God, e.g.	What have we learnt today?

worship, offertory,

Sadaqah, Zakat, prayer and fasting.	Ask learners to summarize the main points in the lesson
Assessment: let learners identify things that families do to show their commitment to God	

Learning Indicator (s) (Ref. No.)		B2.2.5.1.3 Match action words with corresponding	
		pictures	
		B2.2.6.1.1 Interpret meaning of pictures.	
Performance Indicators		The learner	should match action words
		with corresponding pictures	
		• The learner s	should interpret meaning
		of pictures.	
Week Endin	ng .		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	 Display a picture 	What have we learnt
	songs and recite	showing actions of various	today?
	familiar rhymes	kinds.	
		 Write the actions on the 	
		board and lead learners to	
		match the action words	
		with the pictures.	
		 Allow learners to do 	
		some actions.	
		Assessment: let learners	
		match action words with	Review the lesson with
		corresponding pictures	learners
	Engage leaners to sing	Show learners a picture	What have we learnt
	songs and recite	story.	today?
	familiar rhymes	 Lead learners through 	
		discussions to interpret	
		the pictures	
			Review the lesson with
		Assessment: let learners	learners
		interpret meaning of	icarriers
		pictures.	

Engage leaners to sing	Show learners a picture	What have we learnt
songs and recite	story.	today?
familiar rhymes	• Lead learners through	
	discussions to interpret	
	the pictures	Review the lesson with
		learners
	Assessment: let learners	
	interpret meaning of	
	pictures.	

TERM TWO BASIC THREE WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC THREE

Name of School.....

Week Endin	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curricului	m Page
Learning Inc	dicator(s)	B3.1.6.2.2. B3.2.6.1.3 B	
	• •	B3.6.1.1.1	
Performance Indicator		A. Learners can ask clarification about v. B. Learners can under frequently occurrin language, includir (nouns, verbs, adj function words (processed of the continuous forms actions	and answer questions for what other people say stand and use many of the g words and chunks in the ng both content words ectives and adverbs) and epositions, articles) ideas on a topic in simple simple past and the past of verbs to express past a variety of age and level-
			and summarise them
Teaching/ L	earning Resources	Word cards, sentence card	
_	_	on a manila card and a clas	s library.
Core Compe	etencies: Creativity and Inn	novation Communication an	d Collaboration Personal
Developme	nt and Leadership Critical 1	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 For Learning)		Assessment)	(Learner And Teacher)
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Revise topics previously	today?
	rhymes	discussed, e.g. Climate	
		Change.	Ask learners to
		Ask questions on the	summarize the main
		topic discussed.	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
	songs and recite familiar		today?
	rhymes	Revise learners RPK by	
		asking them to use some	Ask learners to
		sight words learnt in	summarize the main
		earlier lessons.	points in the lesson
		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 a galluslar Din to	
		activities e.g. Lucky Dip to	
		provide practice in identification and use of	
		sight words.	
		signt 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 Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		write ideas on a topic in	
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	<u> </u>		
Class		Three	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indi	cator(s)	B3.1.2.6.2	
Performance Indicator		Learners can use corepresentations to explain subtraction or determines given equal groups goes into or can be subtracted.	nining the number of s can be obtained in (i.e.
Strand		NUMBER	
		_	
Sub strand		Number Operations	
	arning Resources	Counters	Callahanatian Daniara
· ·	•	ovation Communication and	
•	·	hinking and Problem Solving.	Critical Thinking and
Problem Solv	ving.		
DAVC	DUACE 4. CTARTER 40	DUACE 2. MANN 4084ING	DUACE 2 DEFLECTION
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)	4.0'	B :
Monday	Sing songs like:	1 Give a quantity of	Review the lesson with
		straws (e.g. 12) and have learners make equal	Learners
	I'm counting one, what	groups formation of 3	
	is one	straws in each group and	Assessment: have
	1 - One is one alone,	then have learners count	learners to practice with
	alone it shall be.	the number of equal	more examples
		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	Assessment: have
	alone it shall be.	then have learners count	learners to practice with
		the number of equal	more examples
		groups formed	ore examples
Wednesday	Sing songs like:	Give a quantity of straws	Review the lesson with
vveullesudy	Sing Songs like:	(e.g. 12) and have	
	I'm counting oneh-+	learners make equal	Learners
	I'm counting one, what	groups formation of 3	
	is one	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 Ending		
Class	Three	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B3.3.3.1.1	
Performance Indicator	Learners can identify organisms in a habitat and	
	describe why they live in a particular place	
Strand	SYSTEMS	
Sub strand	ECOSYSTEM	
Teaching/ Learning Resources	Pictures	

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

		they live in a particular place	
Thursday	Engage learners to sing 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

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

DAYS	PHASE 1: STARTER 10 MINS (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	Let learners recite texts from the scriptures Assessment: let learners	What have we learnt today? Ask learners to
		explain the reasons for studying the sacred scriptures of the three major religions among their followers	summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners to talk about the moral lessons from the scriptures Assessment: let learners can explain the reasons for studying the sacred scriptures of the three major religions among their followers	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending		
Class	Three	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B3.2.4.1.1	
Performance Indicator	Learners can identify the forts and castles built along	
	the coast of Ghana	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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

ng		
<u> </u>	Three	
	PE curriculum Page	
dicator(s)	B3.2.2.2.1:	
ce Indicator	Learners can compare and contrast locomotor movements conducted to even and uneven beats.	
	MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES	
Learning Resources	cones	
•		
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)		
demarcated area in files while singing and clapping to warm-up the	locomotor movements conducted to: i. Even beats; jumping,	What have we learnt today? Use answers to
	Learning Resources Letencies: Creativity and Intent and Leadership Critical PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	PHYSICAL EDUCATION PE curriculum Page B3.2.2.2.1: Ce Indicator Learners can compare movements conducted to e MOVEMENT CONCEPTS, PR SPACE AWARENESS, DYNAM MANAGEMENT AND STRAT Learning Resources Cones Petencies: Creativity and Innovation Communication and ent and Leadership Critical Thinking and Problem Solving PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files PHASE 1: Learners identify locomotor movements

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

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

Week Ending	g			
Class		Three		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Ind	icator(s)	B3 2.2.3.3		
Performance	Indicator	Learners can create own	music, dance and dram	
		performances using available instruments, resource		
		and methods to express own views that reflect topic		
		issues in other Africa comm	nunities	
Strand		PERFORMING ARTS		
Sub strand		Planning, Making and Com	posing	
Teaching/ Le	earning Resources	Pictures		
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developmen	nt and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners to:	What have we learnt	
	songs and recite familiar	② 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		
Modessda	Engago loove ave to size	Loarnoreto	What have we leave	
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	İ	

and drama based on the

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

Learning Indicator (s) (Ref. No.)		B3.2.4.2.5 Read one-syllable words with consonant		
		clusters.		
		B3.2.5.1.1 Read texts aloud with correct		
		pronunciation and tone.		
Performan	ce Indicators	The learner	should read one-syllable	
		words with consonant clusters.		
		 The learner should read texts aloud 		
		with correct pronunciation and tone.		
Week Endi	ng			
Reference		Ghanaian Language curriculum		
Subject		GHANAIAN LANGUAGE		
Teaching/	Learning Resources	Manila cards, markers, recorded audios visual		
Core Comp	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	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	De la chalance lib	
		the words.	Review the lesson with	
		Join two of the one-	learners	
		syllable words to form a		
		new word on the board.		
		Read several one-		
		syllable words with		
		consonant clusters to		
		learners.Allow learners to read		
		one syllable words with consonant clusters.		
		consonant clusters.		
		Assessment: let learners		
		read one-syllable words		
		with consonant clusters.		
		The second secon		
	Engage leaners to sing	Let learners say the	What have we learnt	
	songs and recite	letters of the alphabet as a	today?	
		·		

fami	liar rhymes	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	Review the lesson with learners
		Assessment: let learners read texts aloud with correct pronunciation and tone	
song	age leaners to sing is and recite liar 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 Assessment: let learners read texts aloud with correct pronunciation and tone 	What have we learnt today? Review the lesson with learners

TERM TWO BASIC FOUR WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC FOUR

Name of School.....

Week Endi	ng			
Class		Four		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning Indicator(s)		B4.1.7.1.3 B4.2.6.4.3	3. B4.3.5.1.1	
		B4.4.9.3.3. B4.5.5.1.1	B4.6.1.1.1.	
Performance Indicator		 A. Learners can recognise and discuss moral lessons in a story B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts C. Learners can use different types of verbs D. Learners can display writing piece for other peers to read E. Learners can use adjectives to make comparisons F. Learners can read a variety of age- and level 		
		appropriate books	y of each book read	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
Core Comp	etencies: Creativity and Inn	ovation Communication an	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Through brainstorming, learners identify, discuss and evaluate moral	What have we learnt today? Ask learners to	
		lessons in narrative texts heard/read. • Have them connect to the characters by relating	summarize the main points in the lesson	

		them to real life experiences. Assessment: let learners identify moral lessons in a	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Explain to children the key elements in all writing e.g. purpose, audience etc. These help to make the understanding of the text easy. That is, they play an integral part in the process. Guide learners to understand each key element. Introduce learners to a variety of texts and registers which may be used in given situations. Have learners work in groups to write short texts on familiar topics. Assessment: let learners use words suitable for purpose, audience, context and culture in relation to type of texts	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.GRAMMAR Auxiliary verbs • Let learners read sentences with auxiliary verbs Have learners write sentences with given verbs.	What have we learnt today? Ask learners to summarize the main points in the lesson

		Assessment: let learners use different types of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Have learners publish their work by preparing and showing it to others in small groups or in pairs. Allow them to post their work on the notice board or show it to all other learners in the class one after the other.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners display writing piece for other peers to read	
Friday	Guide learners to choose and read books during the library period	E.WRITING CONVENTION Let learners write sentences using comparative and superlative forms of adjectives.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use adjectives to make comparisons	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedbac	Have learners to tell what they read to the whole class

Week Ending			
Class	Four		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B4.1.3.2.3. B4.1.4.1.1 B4.1.4.1.2		
Performance Indicator	Learners can provide examples of where fractions are used. Learners can describe and represent decimals (tenths and hundredths) concretely, pictorially, and symbolically. Round decimals to the nearest tenth.		
Strand	NUMBER		
Sub strand	Fractions		
Teaching/ Learning Resources	Counters		

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Drawing circle graphs that	Review the lesson
		represent halves, fourths and	with Learners
	I'm counting one,	eighths. The graph shows the	
	what is one	ages of pupils in Primary 4. If	
	1 - One is one alone,	there are 40 pupils in the class,	
	alone it shall be.	ask questions for pupils to	Assessment: have
	2 - Two pair, two pair	interpret the graph	learners to practice
	come pair let us pair	8 years 11 years 9 years 10 years	with more examples
Tuesday	Sing songs like:	Use pictorial representations or	Review the lesson
		number line to revise tenths and	with Learners
	I'm counting one,	hundredths and ask pupils to	
	what is one	identify the fractions (i.e. A, B, C,	
	1 - One is one alone,	D, & E).	Assessment: have
	alone it shall be.	D C F 0.8 \$ 1.0	learners to practice
		0 2 3 10 10 10	with more examples
Wednesday	Sing songs like:	Use the tenth and hundredth	Review the lesson
		place value chart to illustrate	with Learners
		how to write the fraction as a	

	I'm counting one, what is one 1 - One is one alone, alone it shall be.	base ten number with the introduction of the decimal point "." after ones place in the place value chart. Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	Give pupils several common fractions (including improper fractions) to convert into tenths and hundredths and write their
	1 - One is one alone,	decimal names. Assessment: have
	alone it shall be.	E.g. 2/5= 2/10 = 2. learners to practice
	2 - Two pair, two pair come pair let us pair	Tenth and Hundredth Place with more examples Value Chart
	3 - Turn around	1 11 11
	4 - Follow me	
	5 - Fire	$\begin{bmatrix} \mathbf{A} & 1 - \frac{25}{2} & 0 \end{bmatrix}$
		$\begin{vmatrix} A & 4 & 100 & 0 & 1 \\ 1 & 125 & 0 & 0 & 1 \end{vmatrix}$
		$\begin{vmatrix} \mathbf{c} & 1 \\ 2 & 2 \\ 2 & 0 \end{vmatrix} \cdot \begin{vmatrix} 5 & 1 \\ 5 & 1 \end{vmatrix}$
		$D = 3\frac{3}{5} = 0$
Friday	Sing songs like: I'm counting one, what is one	Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest
alone it shall be. 2 - Two pair, two p come pair let us pa	1 - One is one alone,alone it shall be.2 - Two pair, two paircome pair let us pair3 - Turn around	the rounded figure has two digits
	4 - Follow me 5 - Fire	after the decimal mark Rounding 85674.875 rounded to 10 > 85670
		100 ► 85700 1 decimal or 1/10 place ► 85674.9

Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B4.3.3.1.1	
Performance Indicator	Learners can explain the concept of ecosystem	
Strand	SYSTEMS	
Sub strand	ECOSYSTEM	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners role play a typical	What have we learnt
	songs and recite familiar	family setup, showing how	today?
	rhymes	everyone is	
		interdependent.	Ask learners to
		 Learners identify the 	summarize the important
		role of each member of	points of the lesson
		their family, e.g. father,	
		mother, siblings. The key	
		lesson is to understand	
		that everybody in the	
		group is important and	
		depend on the other.	
		Teacher mentions a	
		habitat and the learners	
		mention which plants,	
		animals, and other	
		organisms live there (use	
		games)	
İ		Assessment: let learners	
		explain the concept of	
		ecosystem	

Thursday	Engage learners to sing	Show pictures and	What have we learnt
	songs and recite familiar	videos of forest settings	today?
	rhymes	having trees, grass, a	
		stream, soil, fishes,	Ask learners to
		rodents, frogs, etc. to	summarize the important
		explain to learners what	points of the lesson
		an ecosystem looks like.	
		 Learners discuss the 	
		importance of every	
		element/member of a	
		given ecosystem, e.g.	
		frogs, weeds, soil and fish	
		in a pond.	
		Assessment: let learners	
		explain the importance of	
		every element/member of	
		a given ecosystem,	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.3.1.1.1	
Performance Indicator Learners can show obedience and respect		
	supreme being. through prayer and worship	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Worship	
Teaching/ Learning Resources Pictures		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about why	What have we learnt
	songs and recite familiar	we worship God: to draw	today?
	rhymes	closer to God, to	
		communicate with God, to	Ask learners to
		show obedience to God,	summarize the main
		etc.	points in the lesson
		Learners talk about the	
		forms of worship in the	
		three main religious	
		groups in Ghana:	
		Christianity, Islam and	
		Traditional: praying,	
		singing, pouring libation,	
		reading scriptures, etc.	
		Assessment: let learners	
		identify ways to show	
		obedience and respect to	
		a supreme being.	

Thursday	Engage learners to sing	Learners engage in	What have we learnt
,	songs and recite familiar	activities: role play, play	today?
	rhymes	games, recite prayers,	today.
	illyllics	read scriptures, watch	Ask learners to
		•	
		videos, or look at pictures	summarize the main
		 that teach ways of 	points in the lesson
		worship to show respect	
		and obedience to God	
		among the three major	
		religious groups.	
		Assessment: let learners	
		draw and model a worship	
		•	
		scene.	

Week En	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning	Indicator(s)	B4.2.2.1.1	
Performa	nce Indicator	Learners can discuss festivals in their neighbourhoo	
Strand		2: Religious Practices and t	neir Moral Implications
Sub strar	nd	Festivals in the Three Majo	r Religions
Teaching	/ Learning Resources	Pictures	
Core Con	npetencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Develop	nent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS			
	MINS	(New Learning Including	10MINS
	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)
		, ,	
Friday	(Preparing The Brain	, ,	
Friday	(Preparing The Brain For Learning)	, ,	(Learner And Teacher)
Friday	(Preparing The Brain For Learning) Engage learners to sing	Assessment)	(Learner And Teacher) What have we learnt
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) • In their same groups or	(Learner And Teacher) What have we learnt
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners	(Learner And Teacher) What have we learnt today?
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners discuss the specific	(Learner And Teacher) What have we learnt today? Ask learners to
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners discuss the specific activities that take place	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values:	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Friday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	• In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values: - Moral,	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main

• Let groups present their

Assessment: let learners describe festivals in their

findings for class

neighbourhood

discussions

Week Endi	ng		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B4.2.5.1.1	
Performance Indicator		Learners can identify the role played by some	
		traditional rulers in the national development	
Strand		My Country Ghana	
Sub strand		SOME SELECTED INDIVIDUA	ALS
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Identify the traditional	What have we learnt
	songs and recite familiar	rulers whose work inspires	today?
	rhymes	you most and give reasons	
		for your choice.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		identify the role played by	
		some traditional rulers in	
		the national development	
Thursday	Engage learners to sing	the national development Identify the traditional	What have we learnt
Thursday	Engage learners to sing songs and recite familiar	·	What have we learnt today?
Thursday		Identify the traditional	
Thursday	songs and recite familiar	Identify the traditional rulers whose work inspires	
Thursday	songs and recite familiar	Identify the traditional rulers whose work inspires you most and give reasons	today?
Thursday	songs and recite familiar	Identify the traditional rulers whose work inspires you most and give reasons	today? Ask learners to
Thursday	songs and recite familiar	Identify the traditional rulers whose work inspires you most and give reasons	today? Ask learners to summarize the main
Thursday	songs and recite familiar	Identify the traditional rulers whose work inspires you most and give reasons for your choice.	today? Ask learners to summarize the main

the national development

Week Ending		
Class	four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4 2.3.4.2	
Performance Indicator	Learners can plan a performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks that reflect the natural and manmade environments of some communities in Ghana	
Strand	Performing Arts	
Sub strand	Displaying and Sharing	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar		today?
	rhymes	live performances	
		(preferably during the	Ask learners to
		circuit, district or regional	summarize the main
		cultural festival of the	points in the lesson
		cultural education unit of	
		the Ghana Education	
		Service) that reflect the	
		natural and manmade	
		environments of some	
		communities in Ghana;	
		discuss the need for	
		performing compositions	
		of own music, dance,	
		drama, poetry, etc.;	
		the performances by	
		fixing a date, selecting	
		venue and inviting	
		audience 2 brainstorm to	
		agree on a theme for the	

		performance; 🛭 send	
		manual and/or electronic	
		invitations	
		Assessment: let learners	
		write a plan of	
		performance of	
		compositions to share	
		creative experiences	
		based on own ideas,	
		knowledge and	
		understanding of	
		performing artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	select compositions by	today?
	rhymes	considering creativity and	
		originality, lyrics,	Ask learners to
		movement patterns,	summarize the main
		dynamics and relevance of	points in the lesson
		the message to the	
		theme, social and cultural	
		importance;	
		② decide on mode and	
		arrangement of	
		performances	
), characters, directors,	
		stage managers, audience,	
		health and security	
		personnel; 2 clean and	
		prepare the venue and its	
		environment and make it	
		ready for the	
		performance;	
		2 plan for post-	
		performance activities	
		such as cleaning,	
		appreciation, evaluation,	
		reporting, etc	

	Assessment: let learners write a plan of performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks	

Week End	ding			
Class		Four		
Subject		PHYSICAL EDUCATION		
Reference	Reference PE curriculum Page			
Learning	Indicator(s)	B4.2.3.2.1		
Performance Indicator		Learners can Identify parts	of the body that are used	
		for kicking a ball.		
Strand MOVEMENT CONCEPTS, PRINCIPLES AND STRAT		INCIPLES AND STRATEGIES		
Sub strand		SPACE AWARENESS, DYNAM	AICS, RELATIONS, BODY	
		MANAGEMENT AND STRAT	EGIES	
Teaching,	Learning Resources	cones		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal				
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	Learner identify parts of	What have we learnt	
	demarcated area in files	the body that can be used	today?	
	while singing and	in kicking a ball such as		
	clapping to warm-up the	the hands. Learners stand	Use answers to	
	body for maximal	with their legs opened and	summarise the lesson.	
	performance and to	move to a ready position		
	prevent injuries	to kick a ball.		

Week Ending		
Class	four	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B4.1.3.1.4.	
Performance Indicator	Learners can demonstrate sending and sharing	
	information to and from other gadgets.	
Strand	WORD PROCESSING	
Sub strand	INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources	Laptop	

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 learners to sing	Guide learners to mention	What have we learnt
Wednesday	songs and recite familiar	or talk about where one	today?
	rhymes	can receive or share	
		information in the	Ask learners to
		community and the world	summarize the main
		as a whole. NB: recall	points in the lesson
		content in B3 and add to	
		this activity.	
		Assessment: let learners	
		demonstrate sending and	
		sharing information to	
		and from other gadgets	

Learning Indicator (s) (Ref. No.)		B4.4.4.1.2 Compose a persuasive essay based on a	
		picture description	
		B4.4.4.1.3 Write a persuasive essay on responsibility	
		B4.4.5.1.1 Understand the process in writing good	
		argumentative essays	
Performa	nce Indicators	icators • The learner should compose a	
		persuasive essay ba	sed on a picture
		description	
		The learner s	should write a persuasive
		essay on responsibil	-
			should understand the
		process in writing go	ood argumentative essays
Week End	ding		
Reference	е	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching	Teaching/ Learning Resources Manila cards, markers, recorded audios visual		orded audios visual
Core Com	Core Competencies: Communication and collaboration Personal development and lea		velopment and leadership
D 41/6	DULAGE 4 OT 4 DT 5 D 4 O	D	
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)	- - - - - - - - -	M/hat have well-ared
	Engage leaners to sing songs and recite		What have we learnt today?
	familiar rhymes	some actions that destroy	touay:
	Tallillal Highles	the environment.	
		• Show learners some	
		pictures.	
		Let learners describe the	
		picture. • Lead learners to	
		compose a persuasive	
		essay based on a picture	
		description	Review the lesson with
		A	learners
		Assessment: let learners	icarriers
		compose a persuasive	
		essay based on a picture	
		description	

Engage leaners to sing songs and recite familiar rhymes	 Let learners mention the names of their parents and friends. Let learners tell you what they think are the responsibilities of their parents (you can touch on the responsibilities of other people as well). Write a model persuasive essay with learners on the board. Let learners write a persuasive essay on responsibility. Assessment: let learners write a persuasive essay on responsibility	What have we learnt today? Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Raise an issue and ask learners to tell you what they think about it. Discuss what an argumentative writing is with learners. Discuss the process of writing a good argumentative essay. Group learners and let them write an argumentative essay on a given topic. Let learners read their essays to the class and discuss the essays with learners Assessment: let learners understand the process in writing good argumentative essays 	What have we learnt today? Review the lesson with learners

TERM TWO BASIC FIVE WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC FIVE

Name of School.....

Week Endi	ng		
Class			
Subject	ubject ENGLISH LANGUAGE		
Reference		English Language curriculum Page	
Learning In	Learning Indicator(s) B5.1.7.1.2. B5.2.7.1.2. B5.3.2.1.5. B5.4.9 B5.5.4.1.2. B5.6.1.1.1		B5.3.2.1.5. B5.4.9.3.3.
Performance Indicator Teaching/ Learning Resources		 A. Learners can make connections with events in drama B. Learners can note and recall main ideas in a sequence C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to D. Learners can display writing piece for peers to read and publish it in the class magazine E. Learners can use the simple past verb form to express past needs, feelings and interest F. Learners can read a variety of age- and level appropriate books and present at least athree-paragraph summary of each book read 	
		on a manila card and a clas	s library.
-	-	novation Communication and Thinking and Problem Solvin	
Developine	and Leadership Critical	Tilliking and Froblem Solvin	5 ·
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)	Assessmenty	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Have learners listen to an audio drama or watch a video. • Guide learners to identify the sequence of events in the story, i.e.	What have we learnt today? Ask learners to summarize the main points in the lesson
		events at the beginning,middle and ending.Ask relevant questionsto guide learners to relate	

		the events in the draws - t-	
		the events in the drama to	
		their lives.	
		Assessment: let learners	
		make connections with	
		events in drama	
Tuesday	Engage learners to sing	B.READINGUsing SQ3R	What have we learnt
lacsaay	songs and recite familiar	guide learners to present	today?
		facts and ideas in a	today:
	rhymes		A -1 .1 1 -
		sequential order.	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		note and recall main ideas	
		in a sequence	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
'	songs and recite familiar	Choose a text that	today?
	rhymes	illustrates interrogatives.	,
	linymes	With an example from the	Ask learners to
		text, guide learners to	summarize the main
		identify the other	points in the lesson
		interrogatives in the	
		passage.	
		 Create a scenario for 	
		them to use the	
		demonstratives	
		appropriately in	
		sentences.	
		Scritchees.	
		Assessment: let learners	
		identify and use	
		interrogative determiners	
		e.g. which, whose – to	
		find out which person	
		something belongs to	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
,	songs and recite familiar	Encourage learners to	today?
	rhymes	copy neatly their writing	,
	,	and submit them for	Ask learners to
		publication in the class	summarize the main
		1 -	
		magazine, school	points in the lesson
		magazine or notice board,	
		The Junior Graphic	
		Assessment: let learners	
		display writing piece for	
		peers to read and publish	
		it in the class magazine	
	<u> </u>		<u> </u>

Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt today?
	Thy mes	Let learners write on a story. E.g. What happened after school on Monday?	Ask learners to summarize the main points in the lesson
		 Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form. Guide learners to rewrite the essay incorporating the corrections. Let learners write on another topic individually using the past verb form. 	
		Assessment: let learners use the simple past verb form to express past needs, feelings and interest	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Have learners read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback	Have learners to tell what they read to the whole class
		Assessment: let learners read a variety of age- and	

	level appropriate books and present at least a- three-paragraph summary	
	of each book read	

Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B51511 B51512
Performance Indicator	Learners can Determine the percentage of a given quantity (limit to 2-digit whole number) and vice versa. Learners can Determine the benchmark percentages from their common fractions and use these to estimate percentages of quantities
Strand	Number
Sub strand	Number: Fractions
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	To multiply a percent fraction by a whole number, change the percentage to common fraction	Review the lesson with Learners
	I'm counting one, what	and multiply and simplify	
	is one	e.g. $40\% \times 10$ means 40100	
	1 - One is one alone,	0000 10 -1,	Assessment: have
	alone it shall be.	To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g.40% ×10 means □40100 o	learners to practice with more examples
	Review multiplying a	<i>oo</i> 10□=4;	
	fraction by a whole number. e.g.25 ×10	What is 20% of 45? 20% of 45 = 20% × 45	
		$= \frac{20}{100} \times \frac{45}{1}$ $= 9$	
Tuesday	Sing songs like:	To multiply a percent	Review the lesson with
		fraction by a whole	Learners
	I'm counting one, what is one	number, change the percentage to common	
	1 - One is one alone, alone it shall be.	fraction and multiply and simplify e.g.60% ×10	

	2 -	means 240100 o oo 102=4;	Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Use pictorial representations and chart to display common or benchmarks percentages and ask pupils to	Review the lesson with Learners Assessment: have
	alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	determine these from their equivalent common fractions $\frac{\text{Percent 10\% 20\% 25\% 33\frac{1}{3}\% 50\% 66\frac{2}{3}\%}{\text{Fraction }\frac{1}{10} \frac{1}{5} \frac{1}{4} \frac{1}{3} \frac{1}{2} \frac{2}{3}}$ Give learners practice through drills and games to learn the equivalences of the benchmark fractions	learners to practice with more examples
Thursday	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	Ask pupils to use the benchmarks for estimating percentages of given quantities. E.g. for "what is 60% of 45?" using the nearest benchmark fraction (i.e. 50%) the learner will know the expected result is close to 30;the learner can use benchmark fractions to determine the result mentally by finding which can easily multiply 45, and in this case 15 to give 9. Since 15 is 20%, then the 60% required will be 3 times 9 which is 27.	Review the lesson with Learners Assessment: have learners to practice with more examples

		What is 60% of 45? $60\% \text{ of } 45 = 60\% \times 45$ $= 30\% \times 45$ $= 30\% \times 45$ $= 1$ $= 27$	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask pupils to use the benchmarks for estimating and determining the results of finding percentages of given quantities and then verify by working; that is, changing the percentage to common fraction and multiplying by the quantity	Review the lesson with Learners Assessment: have learners to practice with more examples

Week End	ing		
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B5.3.2.1.1	
Performan	ce Indicator	Learners can identify the	components of the sola
		system	
Strand		SYSTEMS	
Sub strand		THE SOLAR SYSTEM	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Learners recite the	 Initiate a discussion on 	What have we learnt
	poem, "I see the moon,	the importance of the sun	today?
	and the moon sees me".	to life on earth.	
		Present learners with a	Ask learners to
		chart, model or video	summarize the importan
		depicting the solar system	points of the lesson
		or draw the solar system	
		on the board, using	
		different colours to	
		illustrate the different	
		bodies.	
		• Explain to the learners	
		that the earth orbits	
		(moves around) the sun,	
		leading to changes in	
		seasons (it takes a year for	
		the earth to move around	
		the sun).	
		Learners are made to	
		understand that heavenly	
		bodies that move around	

the sun are called planets.

		• Share folktales about the sun and moon with learners Assessment: let learners identify the components of the solar system	the solar system using suitable materials such as blu tack, clay, cardboard and wood. etc.
Thursday	Engage learners to sing songs and recite familiar rhymes	 Learners are guided to role- play the sun and the planets in the solar system. Share folktales about the 	Project: Planning, designing and making a model of the Solar System Learners build a model of
		planet Venus, the brightest object in the sky before sunset or several hours after sunrise. Learners should understand that all the planets move around the sun. Learners to observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise. Assessment: let learners identify the components	

		I	
Week End	ing		
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B5.3.2.1.1	
Performar	nce Indicator	Learners can describe vario	ous celebrations in Ghana
Strand		OUR BELIEFS AND VALUES	
Sub stranc	<u> </u>	Festivals	
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)		
Tuesday	Engage learners to sing	Learners talk about types	What have we learnt
	songs and recite familiar	of celebrations in Ghana	today?
	rhymes	e.g. Birthday, Indolence	
		Day, Naming babies,	Ask learners to
		festivals	summarize the main
			points in the lesson
		Learners talk about	
		importance of	
		celebrations in Ghana:	
		teaches about love and	
		sacrifice, unity,	
		brotherliness,	
		appreciation, generosity,	
		kindness, forgiveness,	
		bravery, reconciliation	
		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	
		Assessment: let learners	
		describe various	
		celebrations in Ghana	
	_		
Thursday	Learners talk about	Learners role play various	What have we learnt

Ghana e.g. Birthday, Indolence Day, Naming babies, fes	important activities like sharing, reconciliation, unity and brotherliness, etc.	Ask learners to summarize the main points in the lesson
	Assessment: let learners write essay on any of the celebrations	

Week End	ding		
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B5.2.2.1.1	
Performa	nce Indicator	Learners can identify the	moral significance of sacred
		passages and oral tradition	is in the three main religions
Strand		2: Religious Practices and t	heir Moral Implications
Sub stran	d	2: Festivals in the Three M	ajor Religions
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication ar	nd Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvi	ng.
	<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	What have we learnt
	songs and recite familiar	identify sacred passages	today?
	rhymes	and oral traditions in the	
		three main religions in	Ask learners to
		Ghana.	summarize the main
		Let learners isolate	points in the lesson
		moral elements that can	
		be found in the passages	
		and narratives: this	
		reinforces trust in God,	
		helps to control stress,	
		gives hope, guides our	
		behaviours, etc.	
		,	
		Assessment: let learners	
		identify the moral	
		significance of sacred	
		passages and oral	
		traditions in the three	

main religions

Week Ending		
Class	Five	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B5.4.3.2.1	
Performance Indicator	Learners can describe the economic measures	
	introduced during the colonial period including	
	transport and communication projects.	
Strand	Colonisation and Developments under Colonial Rule in	
	Ghana	
Sub strand	Economic Developments Under Colonial Rule	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain	(New Learning Including Assessment)	(Learner And Teacher)
	For Learning)	Assessment	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes Enquiry routes: What were these economic development under colonial rule? How do sources of evidence help you to understand these developments under colonial rule?	Show pictures of any of these facilities e.g. Tetteh Quarshie farm. agricultural station at Bunso, botanical garden at Aburi Agricultural College at Kwadaso, Takoradi Harbour, construction of roads and railways to link their main centres vehicles to evacuate and	What have we learnt today? Ask learners to summarize the main points in the lesson
		export items and facilitate movement. Assessment: let learners describe the economic measures introduced during the colonial period	

Thursday	Enquiry routes: What	Enumerate contributions	What have we learnt
	were these economic	of the colonial	today?
	development under	government to mining	
	colonial rule?	sector	Ask learners to
	How do sources of		summarize the main
	evidence help you to		points in the lesson
	understand these	Assessment: let learners	
	developments under	describe the economic	
	colonial rule?	measures introduced	
		during the colonial period	

Week Ending			
Class	Five		
Subject	Creative Arts		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B5 2.3.4.2		
Performance Indicator	Learners can plan a display of own portfolio of		
	performing artworks to educate and share creative		
	experiences of artworks that reflect the physical and		
	social environments of some communities of Africa		
Strand	Performing Arts		
Sub strand	Displaying and Sharing		
Teaching/ Learning Resources	Pictures		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	
	songs and recite familiar	② watch a short video or	What have we learnt
	rhymes	live performances that	today?
		reflect the physical and	
		social environment of	Ask learners to
		Africa;	summarize the main
		② discuss the need for	points in the lesson
		performing compositions	
		of own music, dance,	
		drama, poetry etc.;	
		② develop a roadmap for	
		the performances by: -	
		fixing a date - selecting a	
		venue - inviting an	
		audience	
		② brainstorm to agree on	
		a theme for the	
		performance	
		send manual and/or	
		electronic invitations to	
		target audience, for	
		example parents,	
		PTA/SMC members,	

stakeholders, colleague learners; select compositions by considering factors such as creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; 2 decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.; 2 getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities, characters, directors, stage managers, audience, health and security personnel; ② clean and prepare the venue and its environment and make it ready for the performance. plan for postperformance activities such as cleaning, appreciation, evaluation, reporting, etc. Assessment: let learners write a plan for display of

own portfolio of performing artworks

M/- d d -	F	1	Maria de la constanta de la co
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	 clean and prepare the 	today?
	rhymes	venue and its	
		environment and make it	Ask learners to
		ready for the	summarize the main
		performance.	points in the lesson
		plan for post-	
		performance activities	
		such as cleaning,	
		appreciation, evaluation,	
		reporting, etc.	
		Assessment: let learners	
		write a plan for display of	
		own portfolio of	
		performing artworks	

Week End	ing		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference	!	PE curriculum Page	
Learning I	ndicator(s)	B5.2.3.2.1	
Performa	nce Indicator	Learners can compare the o	lifference in throwing a ba
		with the "left hand and rig	ht hand" and kicking a ba
		with "left foot and right foo	t for distance".
Strand		MOTOR SKILL AND MOVEM	ENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULATI	VE AND RHYTHMIC SKILLS
Teaching/	Learning Resources	ball	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	Learners compare and	End the lesson with cool
	demarcated area in files	discuss the difference as	down activities and use
	while singing and	obviously, one hand would	questions to summarise
	clapping to warm-up the	be stronger than the	the lesson
	body for maximal	other. It is much easier for	
	performance and to	the stronger hand to	
	prevent injuries	execute a task. Any of the	
		hands that is stronger can	
		throw faster than the	
		other.	
		Learners practice the skill,	
		observe and give them	
		corrective feedback.	
		Ensure that learners	
		progress at their own	
		pace.	

Week Ending		
Class	Five	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B5.5.1.2.1. B5.5.1.2.2. B5.5.1.2.3.	
Performance Indicator	Learners can identify Electronic Spreadsheets and their uses	
	Learners can discuss the importance of Electronic	
	Spreadsheets	
	Learners can get familiar with the interface of MS-Excel	
Strand	Programming and databases	
Sub strand	2: introduction to electronic spreadsheet(tabs and ribbons	
	manipulation	
Teaching/ Learning Resources	Laptop	
Cara Compatancias: Creativity and	Innovation Communication and Collaboration Personal	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage learners to sing	Play video on Electronic	What have we learnt today?
Wednesday	songs and recite familiar	Spreadsheets and their	
	rhymes	uses in society. Assist	Ask learners to summarize the
		learners to list examples	main points in the lesson
		of Electronic Spreadsheets	
		(MS Excel, Numbers,	
		Google sheets, Lotus 1-2-3	
		etc.). Guide learners to	
		explore the uses of	
		electronic spreadsheets	
		Guide learners to discuss	
		the importance of	
		Electronic Spreadsheets	
		and what they are used	
		for.	
		Guide Learners to	
		demonstrate how to	
		access MS-Excel on any	
		computer or gadget and	
		display text in MS-Excel.	

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Learning Ir	ndicator (s) (Ref. No.)	B5.4.3.1.3 Write their own	simple descriptive essays
		on given topics	
		B5.4.4.1.1 Write a simple po	ersuasive essay through
		controlled composition.	
		B5.4.4.1.2 Write simple per	suasive essays about
		domestic issues	
Performan	ce Indicators	The learner	should write their own
		simple descriptive e	ssays on given topics
		• The learner s	should write a simple
		persuasive essay thr	ough controlled
		composition.	ماموسته مناسبهام
			should write simple bout domestic issues
		persuasive essays as	Jour domestic issues
Week Endi	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	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	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Use controlled	What have we learnt
	songs and recite	composition to write a	today?
	familiar rhymes	simple descriptive essay	
		on a cardboard.	
		Guide learners to write	
		simple descriptive essays	
		on given topics of at least	
		three paragraphs and read	
		some aloud in class	
		Assessment: let learners	Review the lesson with
		write their own simple	learners
		descriptive essays on	
		given topics	
	Engage leaners to sing	Use controlled	What have we learnt
	songs and recite	composition to write a	today?
	familiar rhymes		

	on a cardboard. Read the sample persuasive essays on the cardboard and discuss some of its structure and features. Let learners compose a simple persuasive essay through controlled composition individually and read some aloud to class Assessment: let learners write a simple persuasive essay through controlled composition.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Discuss domestic issues with learners. Use controlled composition to write a simple persuasive essay on a cardboard. Allow learners to write simple persuasive essays about domestic issues Assessment: let learners write simple persuasive essays about domestic issues	What have we learnt today? Review the lesson with learners

TERM TWO BASIC SIX WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC SIX

Name of School.....

Week Ending		
Class	Six	
Subject	ENGLISH LANGUAGE	
Reference	English Language curriculur	n Page
Learning Indicator(s)	B6.1.7.1.2 B6.2.7.1.1 B B6.5.4.1.3 B6.6.1.1.1.	6.3.5.1.4 B6.4.11.1.1.
Performance Indicator	(E.g. beginning end)stories/drama/stories/dr	texts) uct meaning from texts ne simple present form of reely about topics of choice and issues from different a range of verb forms in ng nd critique a variety of age- te books and present a one- entary based on a set of
Teaching/ Learning Resources	Word cards, sentence cards on a manila card and a class	_
Core Competencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Development and Leadership Critical Tl	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)		
Monday Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
songs and recite familiar	Referring to a recently	today?
rhymes	read story, assist learners	
	to identify the sequence	

		of events in the story.	Ask learners to
		e.g. The beginning,	summarize the main
		middle, and ending.	points in the lesson
		Groups choose a story	points in the lesson
		read or heard and identify	
		the plot structure and list	
		events at the beginning,	
		middle and at the end	
		Assessment: let learners	
		relate the sequence of	
		events	
Tuesday	Engage learners to sing	B .READING	What have we learnt
	songs and recite familiar	Select level-appropriate	today?
	rhymes	texts for learners.	
		Based on background	Ask learners to
		knowledge and other	summarize the main
		factors, have learners	points in the lesson
		predict what a text will be	
		about and actively adjust	
		comprehension while	
		reading/viewing or	
		listening.	
		Learners connect their	
		background knowledge to	
		help them make meaning	
		of the text as they read.	
		Assist learners with a	
		variety of questions to	
		make meaning during and	
		after reading the text.	
		Lay emphasis on the	
		need to use the	
		environment of a word to	
		get its meaning.	
		Assessment: let learners	
		construct meaning from	
		texts	
L	l	I	

songs and recite familiar rhymes Revise the simple present in context. Present an on-going situation to learners for them to report on it. E.g. A football game/match. Present similar situations for learners to describe using the simple present, in groups. Groups may write and present their work to the class. Use texts/sentences to introduce the use of the simple present for: scheduled future actions E.g. The bus leaves early tomorrow. future possibilities or plans e.g. If he doesn't come early, we shall go without him. Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing situations for learners to sing situations for learners to sing situations for learners to sing situations for learners to sing situations for learners to simple familiar rhymes	Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
Present an on-going situation to learners for them to report on it. E.g. A football game/match. Present similar situations for learners to describe using the simple present, in groups. Groups may write and present their work to the class. Use texts/sentences to introduce the use of the simple present for: scheduled future actions E.g. The bus leaves early tomorrow. future possibilities or plans e.g. If he doesn't come early, we shall go without him. Engage learners to sing songs and recite familiar rhymes Present an on-going situation to learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson Ask learners to summarize the main points in the lesson		songs and recite familiar	Revise the simple present	today?
situation to learners for them to report on it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. • Groups may write and present their work to the class. • Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to		rhymes	in context.	
them to report on it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. • Groups may write and present their work to the class. • Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Ave learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to			Present an on-going	Ask learners to
it. E.g. A football game/match. • Present similar situations for learners to describe using the simple present, in groups. • Groups may write and present their work to the class. • Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Ave learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to			situation to learners for	summarize the main
game/match. Present similar situations for learners to describe using the simple present, in groups. Groups may write and present their work to the class. Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a topic of their choice on national issues and issues from different learning areas. Guide learners to			them to report on	points in the lesson
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present, in groups. Groups may write and present their work to the class. Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a topic of their choice on national issues and issues from different learning areas. Guide learners to Guide learners to			situations for learners to	
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class. Use texts/sentences to introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to			Groups may write and	
Use texts/sentences to introduce the use of the simple present for:			present their work to the	
introduce the use of the simple present for: - scheduled future actions E.g. The bus leaves early tomorrow future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			class.	
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actions E.g. The bus leaves early tomorrow. - future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			simple present for:	
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- future possibilities or plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			actions E.g. The bus	
plans e.g. If he doesn't come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			leaves early tomorrow.	
Come early, we shall go without him. Assessment: let learners use the simple present form of verbs in sentences Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			– future possibilities or	
Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a topic of their choice on national issues and issues from different learning areas. Guide learners to			plans e.g. If he doesn't	
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Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. Guide learners to			without him.	
Thursday Engage learners to sing songs and recite familiar rhymes D. WRITING Have learners select a today? topic of their choice on national issues and issues from different learning areas. Guide learners to				
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Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today? Thursday Engage learners to sing songs and recite familiar today?			Assessment: let learners	
Thursday Engage learners to sing songs and recite familiar rhymes Thursday Engage learners to sing songs and recite familiar rhymes Topic of their choice on national issues and issues from different learning areas. Guide learners to			use the simple present	
songs and recite familiar rhymes Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to			form of verbs in sentences	
songs and recite familiar rhymes Have learners select a today? topic of their choice on national issues and issues from different learning areas. • Guide learners to				
rhymes topic of their choice on national issues and issues from different learning areas. • Guide learners to	Thursday	Engage learners to sing	D. WRITING	What have we learnt
national issues and issues from different learning areas. • Guide learners to Ask learners to summarize the main points in the lesson		songs and recite familiar	Have learners select a	today?
from different learning summarize the main points in the lesson • Guide learners to		rhymes	topic of their choice on	
areas. points in the lesson • Guide learners to			national issues and issues	Ask learners to
Guide learners to			from different learning	summarize the main
			areas.	points in the lesson
hrainstorm and generate			Guide learners to	
Mainstorni and generate			brainstorm and generate	
ideas.			ideas.	

		• Have learners ergeniss	
		Have learners organise their ideas to write their	
		first draft.	
		They revise their first	
		draft.	
		• Learners then, peer edit	
		their work.	
		Have them present their	
		work for class discussion	
		and correction.	
		They then write the	
		final draft and display	
		their work for their peers	
		to read.	
		Assessment: let learners	
		write freely about topics	
		of choice on national	
		issues and issues from	
		different learning areas	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Guide learners, with	
		examples, to form	Ask learners to
		sentences in the past	summarize the main
		perfect tense. Learners	points in the lesson
		narrate a short event	
		using the simple past and	
		past perfect tenses.	
		Guide learners with	
		examples to construct	
		sentences using the past	
		perfect form of verbs.	
		E.g. When you came I had	
		already finished the work.	
		Let learners narrate short	
		events using both tenses.	
		• Let learners write a	
		letter to an elderly	
		relative on something that	
		happened in the past.	
		happened in the past.	

		T .	T
		• Learners in their groups	
		(mixed ability), choose a	
		topic or event they will	
		want to write on using the	
		past perfect and simple	
		past tenses.	
		Have learners write a	
		mind map to guide their	
		writing.	
		Learners edit their writing	
		at every stage e.g.	
		introduction, body and	
		conclusion. Encourage	
		them to share their work	
		with other groups	
		Assessment: let learners	
		use a range of verb forms	
		in speech and in writing	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-paragraph	
		summary of the book	
		read.	
		Invite individuals to	
		present their work to the	
		class for feedback.	
		Encourage them to visit	
		the local library to read	
		and borrow books.	
	<u> </u>	dly departs to the NATNI pe 024	

Encourage them to
share whatever they read
with their mates.
Assessment: let learners
read and critique a variety
of age- and level
appropriate books and
present a one-page critical
commentary based on a
set of criteria, on each
book read

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performanc	e Indicator	Learners can explain how Ghana gained independence	
		through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
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	Use a resource person	What have we learnt
	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
		police officer, senior	Ask learners to
	Which political parties	citizens etc.) to discuss the	summarize the main
	took part in the 1951	sequence of events	points in the lesson
	general elections? What	leading to the 1956	
	was the outcome of that election?	elections	
		Assessment: let learners	
		explain how Ghana gained	
		independence through	
		constitutional means	
Thursday	Engage learners to sing	Use a resource person	What have we learnt
	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
		police officer, senior	Ask learners to
		citizens etc.) to discuss the	summarize the main
		sequence of events	points in the lesson
		leading to the 1956	
		elections	

Assessment: let learners	
explain how Ghana gained	
independence through	
constitutional means	

Week Endi	ng		
Class	-	six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B6.4.2.1.1	
Performance Indicator Strand Sub strand		Learners can construct an e	electric circuit and know the
		functions of its componer	nts
		FORCES AND ENERGY	
		ELECTRICITY AND ELECTRONI	CS
Teaching/	Learning Resources	Pictures	
		/ation Communication and Coll	aboration Personal
-	ent and Leadership Critical Th		
•	·		
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 learners to discuss	What have we learnt
	songs and recite familiar	the basic components of an	today?
	rhymes	electric circuit (use video	
		demonstrations where	Ask learners to summarize
	Discuss the functions of	available).	the important points of the
	parts of plants with	Note that the basic	lesson
	learners	components are the battery	
		(dry cell), bulb, connecting	
		wire, switch/key, etc.	
		• Learners mention the roles	
		of the components of the	
		electric circuit.	
		Assessment: let learners	
		construct an electric circuit	
		and know the functions of its	
T '		components	And a land
Thursday	Engage learners to sing	Learners, in groups, provide	What have we learnt
	songs and recite familiar	them with the electrical	today?
	rhymes	components and assist them	A ale la ama a una fra a constanti
		to construct a functional	Ask learners to summarize
		simple electric circuit.	the important points of the
		Learners draw the circuits they have constructed.	lesson
		they have constructed	
			I

	Assessment: let learners construct an electric circuit and know the functions of its	
	components	

Week Endi	ng			
Class		six		
Subject		MATHEMATICS		
Reference		Mathematics curriculum F	Page	
Learning Ir	idicator(s)	B6.1.4.1.1 B6.1.	6.1.4.1.2	
Performan	ce Indicator	Learners can use co	ncrete models and pictoria	
		representations to	explain a ratio as a concep	
		that shows the nur	nber of times one quantit	
		can be obtained i	n another and write thi	
		symbolically and in	its simplest form	
		• Learners can Exp	oress ratios in equivalen	
		forms, compare and	d order ratios	
Strand		Number		
Sub strand		Ratios and Proportion		
Teaching/	Learning Resources	Counters		
Core Comp	etencies: Creativity and In	novation Communication an	d Collaboration Personal	
Developme	ent and Leadership Critical	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	Sing songs like:	Solve simple problems	Review the lesson with	
		that involve ratios and		
			Learners	
	I'm counting one, what	finding total ratios. E.g. (i)	Learners	
	is one	finding total ratios. E.g. (i) Out of 24 students in a		
	is one 1 - One is one alone,	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its	Assessment: have	
	is one 1 - One is one alone, alone it shall be.	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of	Assessment: have learners to practice with	
	is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's	Assessment: have	
	is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his	Assessment: have learners to practice with	
	is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii)	Assessment: have learners to practice with	
	is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8,	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8,	Assessment: have learners to practice with	
	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	finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the	Assessment: have learners to practice with	

Tuesday	Sing songs like:	Solve simple problems	Review the lesson with
,		that involve ratios and	Learners
	I'm counting one, what	finding total ratios. E.g. (i)	
	is one	Out of 24 students in a	
	1 - One is one alone,	class, 10 are girls. Find its	
	alone it shall be.	simplest form the ratio of	
	2 - Two pair, two pair	boys to girls. (ii) A boy's	
	come pair let us pair	mass is 50kgs, and his	
	3 - Turn around	sister's is 45kg. Find the	
	4 - Follow me	ratio of their masses. (iii)	
	5 - Fire	If an orange drink is made	
		from concentrate and	
		water in the ratio 3:8,	
		what fraction of the	
		mixture is concentrate	
Wednesday	Sing songs like:	Use the concept of ratio	
		as a fraction to find	
	I'm counting one, what	equivalent ratios that can	
	is one	be easily compared. The	
	1 - One is one alone,	ratio 2:3 can be expressed	Assessment: have
	alone it shall be.	as 2/3; to determine	learners to practice with
	2 - Two pair, two pair	which ratio is	more examples
	come pair let us pair	larger/largest change to	
	3 - Turn around	equivalent ratios with	
	4 - Follow me	same denominator and	
	5 - Fire	compare or order. E.g.	
		Afia, Bedu and Caro each	
		mix orange squash (S) and	
		water (W) in the ratio	
		3:14, 2:7 and 1:4	
		respectively. Whose drink	
		tastes strongest of	
		squash? To determine the	
		one Whose drink tastes	
		strongest of squash we	
		need to have the same	
		unit of water, hence	
		Bedu's	
Thursday	Sing songs like:	Use the concept of ratio	Review the lesson with
		as a fraction to find	Learners
	I'm counting one, what	equivalent ratios that can	
	is one	be easily compared. The	

	1 - One is one alone,	ratio 2:3 can be expressed	Assessment: have
	alone it shall be.	as 2/3; to determine	learners to practice with
		which ratio is	•
	2 - Two pair, two pair		more examples
	come pair let us pair	larger/largest change to	
	3 - Turn around	equivalent ratios with	
	4 - Follow me	same denominator and	
	5 – Fire	compare or order. E.g.	
		Afia, Bedu and Caro each	
		mix orange squash (S) and	
		water (W) in the ratio	
		3:14, 2:7 and 1:4	
		respectively. Whose drink	
		tastes strongest of	
		squash? To determine the	
		one Whose drink tastes	
		strongest of squash we	
		need to have the same	
		unit of water, hence	
		Bedu's	
Friday	Sing songs like:	Solve simple problems	Review the lesson with
		that involve simplifying,	Learners
	I'm counting one, what	comparing, finding	
	is one	missing and total ratios.	
	1 - One is one alone,	E.g. (i) Given that 10: q = 2	Assessment: have
	alone it shall be.	: 3, find q. (ii) The ratio of	learners to practice with
	2 - Two pair, two pair	boys to girls in a class	more examples
	come pair let us pair	room is 7 to 11. If there	
	3 - Turn around	are a total of 49 boys in	
	4 - Follow me	the classroom, then how	
	5 – Fire	many boys and girls are	
		there altogether?	
	l	l	

Week Ending	
Class	six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B6 2.3.4.2
Performance Indicator	Learners can plan a display of own performing
	artworks to share creative experiences of the
	techniques and styles of some international
	performing artists studied
Strand	Performing Arts
Sub strand	Displaying and Sharing
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② watch a short video or	today?
	rhymes	live performances	
		(preferably during the	Ask learners to
		circuit, district or regional	summarize the main
		cultural festival of the	points in the lesson
		cultural education unit of	
		the Ghana Education	
		Service) that reflect	
		emerging topical issues in	
		Ghana;	
		discuss the need for	
		performing compositions	
		of own music, dance,	
		drama, poetry etc.;	
		② develop a roadmap for	
		the performances by: -	
		fixing a date - selecting a	
		venue - inviting an	
		audience	

		② brainstorm to agree on a	
		theme for the	
		performance;	
		② send manual and/or	
		electronic invitations to	
		target audience	
		target addictice	
		Assessment: let learners	
		write a plan a display of	
		own performing artworks	
Wednesday	Engage learners to sing	Learners are to	What have we learnt
	songs and recite familiar	select compositions by	today?
	rhymes	considering e.g. creativity	
		and originality, lyrics,	Ask learners to
		movement patterns,	summarize the main
		dynamics and relevance of	points in the lesson
		the message to the	
		theme, social and cultural	
		importance;	
		② decide on mode and	
		arrangement of	
		performances	
		2 getting ready: plan the	
		sequence of events,	
		stage/site plan identifying	
		the positions of all	
		facilities characters,	
		directors, stage managers,	
		audience, health and	
		security personnel);	
		2 clean and prepare the	
		venue and its	
		environment and make it	
		ready for the	
		performance;	
		Plan for post-	
		performance activities	
		such as cleaning,	
		appreciation, appraisal,	
,		evaluation and reporting	
		. •	
	<u> </u>	<u> </u>	<u> </u>

	Assessment: let learners write a plan a display of own performing artworks	

Week End	 ding		
Class		six	
Subject P		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	Indicator(s)	B6.2.2.2.1	
Performa	nce Indicator	Learners can Identify the tir	ne necessary to prepare fo
		and begin a forehand strok	e and a backhand stroke
Strand		Movement Concepts, Princ	iples and Strategies
Sub stran	d	Space Awareness, Dynamic	s, Relations, Body
		Management and Strategie	S
Teaching/	/ Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	To get started, one needs	What have we learnt
	demarcated area in files	to learn four basic strokes:	today?
	while singing and	the forehand drive, the	Use answers to
	clapping to warm-up the	forehand push, the	summarise the lesson.
	body for maximal	backhand drive and the	
	performance and to	backhand push. Once the	
	prevent injuries	learners master these	
		strokes, the teacher can	
		go on to more complex	
		techniques that will raise	
		the level of their game	

Week Ending	
Class	six
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.
Performance Indicator	Learners can modify the appearance of data within a worksheet. Learners can manage Excel workbooks. Learners can print the content of an MS-Excel worksheet.
Strand	PROGRAMMING AND DATABASES
Sub strand	: INTRODUCTION TO ELECTRONIC SPREADSHEET
Teaching/ Learning Resources	Laptop

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 learners to sing	Show examples of	What have we learnt
	songs and recite familiar	modified data in (a)	today?
	rhymes	worksheet(s), either on	
		projected screens or	Ask learners to
		pictures. Guide learners to	summarize the main
		modify the appearance of	points in the lesson
		data within a worksheet	
		Guide learners to properly	
		name MS-Excel workbooks	
		and store them in folders	
		for retrieval later.	
		Guide learners to adjust	
		margins to suit the A4	
		paper size for printing in	
		landscape and portrait.	

	Assessment: let learners	
	print the content of an	
	MS-Excel worksheet.	

Week Ending	
Class	six
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B6.3.2.1.1.
Performance Indicator	Learners can identify two ways of making festivals
	beneficial to the communities
Strand	OUR BELIEFS AND VALUES
Sub strand	Festivals
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners talk about ways	What have we learnt
	songs and recite familiar	of making celebrations of	today?
	rhymes	festivals beneficial to the	
		communities e.g. use	Ask learners to
		festival occasions to plan	summarize the main
		for development,	points in the lesson
		encourage youth	
		participation, gender and	
		inclusivity, settle disputes,	
		honour hardworking	
		people, showcasing the	
		culture of the people	
		Assessment: let learners	
		identify two ways of	
		making festivals beneficial	
		to the communities	
Thursday	Engage learners to sing	Learners draw a durbar of	What have we learnt
	songs and recite familiar	chiefs during festival	today?
	rhymes	celebrations	

Assessment: let learners	Ask learners to
identify two ways of	summarize the main
making festivals beneficial	points in the lesson
to the communities	

Week Ending	
Class	Six
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B6. 3.1.1.1.
Performance Indicator	Learners can narrate the story of the latter lives of the
	leaders of the major religions
Strand	Religious Leaders
Sub strand	The Latter Lives of Leaders of the Three Major Religions in
	Ghana
Teaching/ Learning Resources	Pictures

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)
Friday	Engage learners to sing songs and recite familiar rhymes	 Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners. Let learners dramatise the latter lives of the religious leaders 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	

Learning	Indicator (s) (Ref. No.)	B6.4.3.1.1 Write a descript	ive composition on a given	
		B6.4.3.1.1 Write a descriptive composition on a given object		
		B6.4.3.1.2 Write a descriptive essay about a situation		
		B6.4.3.1.3 Write a descript	•	
		certain process.		
Performance Indicators		<u> </u>	should write a descriptive	
		composition on a g	•	
		The learner	should Write a descriptive	
		essay about a situa		
			should write a descriptive	
		composition on a c	ertain process.	
Week End	ding			
Reference	e	Ghanaian Language curric	culum	
Subject		GHANAIAN LANGUAGE		
Teaching	/ Learning Resources	Manila cards, markers, rec	orded audios visual	
Core Com	npetencies: Communication a	nd collaboration Personal d	evelopment and leadership	
	T		T	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)	
	Engage leaners to sing	 Show an object to 	What have we learnt	
	songs and recite	learners.	today?	
	familiar rhymes	 Pass the object round 		
		for learners to touch it.		
		• Call learners in turns to		
		describe the object.		
		 Discuss with learners 		
		how to write descriptive		
		composition.		
		 Let learners write a 		
		descriptive composition		
		on a given object		
			Review the lesson with learners	
		Assessment: let learners		
		write a descriptive		
		composition on a given		
		object		

Engage leaners to s songs and recite familiar rhymes	sing	 Discuss with learners situations that can occur in the home or school or community. Let learners describe any of the situations in groups and say to the class. Discuss with learners how to write descriptive composition. Lead learners to compose a descriptive essay about a situation. 	What have we learnt today?
		Assessment: let learners write a descriptive essay about a situation	Review the lesson with learners
Engage leaners to s songs and recite familiar rhymes	sing	 Discuss with learners processes in doing things like cooking, installing a chief, etc. Ask a learner the process and describe it to the class. Assist learners to write a descriptive composition on a certain process. 	What have we learnt today?
		Assessment: let learners write a descriptive composition on a certain process	Review the lesson with learners

THE GRANDMOTHER TERM 2, WEEK 7 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK SEVEN

WEEKLY LESSON PLAN FOR KG 1- WEEK SEVEN

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Monday			
		SUB STRAND: KNOWING THE SPE	CIAL PLACES IN MY
CLASS: KG 1		LOCAL COMMUNITY	
CONTENT STANDARD:		INDICATORS: K1.4.1.1.1 K	1.4.1.1.2
K1.4.1.1Demonstrate understanding of the s	nocial	PERFORMANCE INDICATOR:	
places in our local com		 Learners can visit and talk 	about some special
		places in our community	
		 Learners can use visual inf 	formation (illustrations)
CODE COMPETENCE C		when reading.	No1
		on and collaboration (CC) Personal [•
Leadership (PL) Creativ	ity and innov	ration (CI) Critical Thinking and Prob	oiem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Using a pos	ter or pictures depicting special	Poster/ cut out
40MINS	•	e community, have learners	picture
(New Learning	they have b	I name places in the community een to.	
			Cut out shapes, big
Including		ke learners out to a field trip to es like the police station, the	books, counters,
Assessment)	chief's hous		crayons

Have learners talk about why these special places are important in the community. Have learners draw one the special places (discussed on the poster) they like best and tell the reason behind their drawing. Have learners group their drawing according to the drawn places write number under each group. Use the numbers to take learners through subtraction activities. let learners use shapes to form patterns Using picture walk, allow learners go through the pictures from cover to cover as you flip the pages and let them talk extensively on what they see in the pictures Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community Pause often and have the learners respond to the text by relating the information to their lives. Use visual information such as pictures to explain unfamiliar words. Assessment: let learners play a game of "Pick and Act" or "It takes the two" learners show by action what the meaning of the vocabulary is in pairs: one person picks the card, support the friend to show through gestures what place the gesture depict. PHASE 3: Review lesson with Learners by singing songs in relation to it **REFLECTION 10MINS** (Learner and Teacher)

		STRAND: MY LOCAL COMMUNITY	
DATE:		STRAND: WIT LOCAL COMMONITY	
DAY: Tuesday			
		SUB STRAND: KNOWING THE SPE	TIAL PLACES IN MY
CLASS: KG 1		LOCAL COMMUNITY	CIALL LACES IIV IVII
CONTENT STANDARD:		INDICATORS: K1.4.1.1.3	
K1.4.1.1Demonstrate understanding of the s	nocial	PERFORMANCE INDICATOR:	
places in our local com	-	Learners can listen attentively and	d interact with neers
		during a teacher-read-aloud session	•
		in our community.	
		on and collaboration (CC) Personal E ration (CI) Critical Thinking and Prob	· ·
. , ,	ity and innov		niem solving
KEY WORDS:			
	LEARNERS ACTIVITIES		
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
·			RESOURCES
PHASE 1: STARTER 10	Have learne	ACTIVITIES ers to sing songs and recite rhymes to the lesson.	RESOURCES
·	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain	Have learne that relate t	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and	RESOURCES Poster/ cut out
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learne that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate the relate the relate that relate the relate that relate the relate the relate that relate the relate the relate that relate the relate t	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and a strategies as you read a big	
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	Have learne that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate the relate the relate that relate the relate that relate the relate the relate that relate the relate the relate that relate the relate t	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and	Poster/ cut out
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	Have learned that related that related that related that related that related that related the solution is a second to be after reading book on specific book o	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and a strategies as you read a big ecial places in the community the learners to Interact actively	Poster/ cut out picture
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	Follow the kafter reading book on specific book on specific with peers of	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and a strategies as you read a big ecial places in the community the learners to Interact actively during the teacher read aloud	Poster/ cut out
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	Have learned that related that related that related that related that related that related the solution is a second to be after reading book on specific book o	ers to sing songs and recite rhymes to the lesson. Defore reading, during reading and a strategies as you read a big ecial places in the community the learners to Interact actively during the teacher read aloud	Poster/ cut out picture Cut out shapes, big

	answer to bring out the main points in the text. Assist learners to use illustrations and picture to enable them to understand unfamiliar words. Have learner retell the story in their own words. let learners tell their version of the story read. Have the learners group the special places they go often and where they rarely go.	
	Have learners represent the number of the places with pebbles, cut out shapes, shells, etc.	
	Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.	
	Assist the learner to replicate their findings on the board before they write it into their exercise books.	
	Assessment: let learners retell the story in their own words.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE		CTRAND: NAVIOCAL CONANALINITY			
DATE:		STRAND: MY LOCAL COMMUNITY			
DAY: Wednesday					
		SUB STRAND: KNOWING THE SDE	CIAL DIACES IN MV		
		SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY			
CLASS: KG 1					
CONTENT STANDARD:		INDICATORS: K1.4.1.1.4			
K1.4.1.1Demonstrate		PERFORMANCE INDICATOR:			
understanding of the s	-				
places in our local com	mumues	Learners can find as many words			
		windi we can iniu the new letter-:	which we can find the new letter-sound for the week.		
		on and collaboration (CC) Personal E ration (CI) Critical Thinking and Prob	•		
. , ,	ity and mnov	ration (Ci) Critical Hilliking and Proc	nem solving		
KEY WORDS:	KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES		
,	_		- NEOGONGES		
PHASE 1: STARTER 10		ers to sing songs and recite rhymes to the lesson.			
MINS	that relate t	o the lesson.			
(Preparing the Brain					
for Learning)					
PHASE 2: MAIN	Introduce th	ne letter by teaching a tongue	Poster/ cut out		
	twister in which the sound is. (for example,		picture		
40MINS	/Kk/) Kororoko ko nu kakaka be koklo kuku ko		-		
(New Learning	yeadu. (Ewe	2)			
Including			Cut out shapes, big		
_	Kakaw na ka	aw na ayamukaw (Mfantse)	books, counters,		
Assessment)			crayons		
	Ask learner	s the sound they hear most.			
	Tak icai iici	s the sound they hear most.			

	Teach the pronunciation of the letter-sound. Show learners how to write the letter, first, legibly and boldly on the chalkboard/whiteboard and provide a keyword. Demonstrate how to write the letter in the air, on the back of learners and on a flash	
	card. Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.	
	Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.	
	Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w.	
	Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week	
PHASE 3: REFLECTION 10MINS	Review lesson with Learners by singing songs in relation to it	
(Learner and Teacher)		

DAY: Thursday CLASS: KG 1 SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities PERFORMANCE INDICATOR: Learners can colour nicely a scene from the community and label it. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY INDICATORS: K1.4.1.1.5 PERFORMANCE INDICATOR: Learners can colour nicely a scene from the community and label it. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
CONTENT STANDARD: K1.4.1.1Demonstrate understanding of the special places in our local communities CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: SUB STRAND: KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY INDICATORS: K1.4.1.1.5 PERFORMANCE INDICATOR: Learners can colour nicely a scene from the community and label it. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
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K1.4.1.1Demonstrate understanding of the special places in our local communities CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
K1.4.1.1Demonstrate understanding of the special places in our local communities CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
understanding of the special places in our local communities CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
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CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
PHASE/DURATION LEARNERS ACTIVITIES RESOURCES
, and the second
, and the second
PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes
that relate to the lesson.
MINS
(Preparing the Brain
for Learning)
PHASE 2: MAIN Provide an outline or allow the learners to Poster/ cut out
draw a scene from the special places visited. picture
40MINS colour it nicely, put a caption or label on it
(New Learning using their own invented spelling and paste it
Including in the classroom. Cut out shapes, big
Assessment: let learners colour nicely a scene
Assessment) from the community and label it.
PHASE 3: Review lesson with Learners by singing songs
in relation to it
REFLECTION 10MINS
(Learner and

DATE	CTRANE ANYLOGAL COMMANDETY	
DATE:	STRAND: MY LOCAL COMMUNITY	
DAY, Friday		
DAY: Friday		
	SUB STRAND: KNOWING THE SPECIAL PLACES IN MY	
CLASS VC 4	LOCAL COMMUNITY	
CLASS: KG 1		
CONTENT STANDARD:	INDICATORS: K1.4.1.1.6	
K1.4.1.1Demonstrate		
understanding of the special	PERFORMANCE INDICATOR:	
places in our local communities	Learners can demonstrate their understanding of the	
	concept of addition by combining people and objects	
	and finding how many altogether	
	on and collaboration (CC) Personal Development and	
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS	Have learners to sing songs and recite rhymes that relate to the lesson.	
(Preparing the Brain for Learning)		
PHASE 2: MAIN 40MINS (New Learning	Demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether money or number of items and find out how	Poster/ cut out picture
Including Assessment)	many altogether/how many are left? Create different everyday situations and scaffold learners to add numbers. Let learners work in pairs and individually to solve problems in their exercise books.	Cut out shapes, big books, counters, crayons
	Assessment: let learners demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	

PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO KG 2 WEEK SEVEN

WEEKLY LESSON PLAN FOR KG 2- WEEK SEVEN

Name of School.....

DATE:	STRAND: MY LOCAL COMMUNITY			
DAY: Monday		SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE /		
9.400 (60.2		OCCUPATION IN MY COMMUNITY		
CLASS: KG 2 CONTENT STANDARD:	V2 4 2 1	INDICATORS: V2 4 2 1 1		
		INDICATORS: K2.4.2.1.1		
Demonstrate understa	_	PERFORMANCE INDICATOR:		
knowing the important				
occupation in our com	munity	Learners can talk about and discuss the various		
		occupations in our community.		
CORE COMPETENCE: C	ommunicatio	। on and collaboration (CC) Personal	Development and	
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	lem Solving	
KEY WORDS:				
RET WORDS.				
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES	
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes			
MINS	that relate to the lesson.			
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Community Circle time: Follow basic procedures of the community circle time (as		Poster/ cut out	
40MINS			picture	
101111113	in K2.1.1.1.1) and introduce the theme for the			
(New Learning	week.			
Including	Display a conversational poster (#30) and		Cut out shapes, big	
A		ete materials related to the theme	books, counters, crayons	
Assessment)	and engage	learners in active discussion.		
	Call on learners randomly to answer			
		r contribute to the discussion.		
	Have learn	ers mention some occupations in		
	their vicinit	•		
	Show pictur	res and discuss each occupation		
	and what th	ney do.		

	Learners to indicate their preferred and aspired occupation	
	Assessment: let learners talk about and discuss the various occupations in our community	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: : MY LOCAL COMMUNITY	
DAY: Tuesday			
		SUB STRAND: KNOWING (WHO) THE	IMPORTANT PEOPLE /
CLASS: KG 2		OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD:		INDICATORS : K2.3.2.1.1	
Demonstrate understar	•	PERFORMANCE INDICATOR:	
knowing the important people / occupation in our community.		Learners can Listen attentively to the teacher-read- aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week.	
		on and collaboration (CC) Personal [•
Leadership (PL) Creativi	ty and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes that relate to the lesson.		
MINS			
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Teacher foll	ows the steps of the KWL strategy	Poster/ cut out
		as you read aloud the	picture
40MINS		al text which relates to the theme	
(New Learning	to the learners. (See lesson K2.1.2.1.2, also		
Including	appendix 1)		Cut out shapes, big
Assessment)	Check on the K and W before you read the text and the L after reading.Learners share what they have learnt about the theme.		books, counters, crayons
	E.g. This is a Police Station	a police officer. He works at the on.	
		ers draw their chosen profession	

	Assessment: let learners share lessons learnt	
	on the theme of the week.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: : MY LOCAL COMMUNITY
DAY: Wednesday	
·	SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE /
CLASS: KG 2	OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K2.4.2.1	INDICATORS: K2.3.2.1.4
Demonstrate understanding of	DEDECOMANICE INDICATOR
knowing the important people /	PERFORMANCE INDICATOR:
occupation in our community.	Learners can use vocabulary acquired from the week to
·	compose oral composition about their future profession
	and write simple sentences which relates to the theme
	in their word bank.
CORE COMPETENCE: Communicat	ion and collaboration (CC) Personal Development and
Leadership (PL) Creativity and Inno	ovation (CI) Critical Thinking and Problem Solving
KEY WORDS:	
PHASE/DURATION LEARNERS	ACTIVITIES RESOURCES

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Let learners dress up in their future careers'	Poster/ cut out
40MINS	uniform, dramatize what they will be doing and using the vocabulary learnt to describe	picture
(New Learning	their future career and what the occupation is	
Including	all about.	Cut out shapes, big
Assessment)	② Guide them to use the above knowledge to talk about their preferred occupation briefly.	books, counters, crayons
	I want to be a teacher. A teacher teaches pupils in a school.	
	Assessment: let learners write simple sentences which relates to the theme in their word bank	

PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

Γ=					
DATE:		STRAND: : MY LOCAL COMMUNITY			
DAY: Thursday		SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE /			
CLASS: KG 2		OCCUPATION IN MY COMMUNITY			
CONTENT STANDARD:	K2.4.2.1	INDICATORS: K2.3.2.1.5			
Demonstrate understa	nding of				
knowing the important	: people /	PERFORMANCE INDICATOR:			
occupation in our com	munity.	Learners can identify the letter-sound learnt for the			
		week in words related to the then	ne and write the letter		
		and key word boldly and legibly in			
		on and collaboration (CC) Personal [•		
Leadership (PL) Creativ	rity and Innov	ration (CI) Critical Thinking and Prob	olem Solving		
KEY WORDS:					
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES		
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes			
MINS	that relate to the lesson.				
(Preparing the Brain					
for Learning)					
PHASE 2: MAIN	Rapidly revi	se the letter sounds learnt so far.	Poster/ cut out		
40MINS	2 Follow the procedure as in K2 .1.1.1.5 to		picture		
(New Learning	continue te	aching the letter-sound for the			
Including			Cut out shapes, big books, counters,		
Assessment)	Accoccmont	··· lot learners write the letter and	crayons		
	Assessment: let learners write the letter and key word boldly and legibly in their books				
	Les word be	day and regiony in their books			
PHASE 3:	Review less	on with Learners by singing songs			
REFLECTION 10MINS	in relation t	o it			
INCI LECTION TOWNING					
(Learner and					

Teacher)

DATE:	STRAND: : MY LOCAL COMMUNITY	
DAY: Friday		
Ziiiiiiaa,	SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE /	
CLASS: KG 2	OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K2.4.2.1	INDICATORS: K2.3.2.6	
Demonstrate understanding of		
knowing the important people /	PERFORMANCE INDICATOR:	
occupation in our community.	Learners can create simple patterns with more than one of	
	shape, colour, size, sounds or movements.	

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Using the coloured rubber counters, or legos,	Poster/ cut out
40MINS	or different bottle tops,	picture
(New Learning	Guide learners to create patterns with	
Including	different colours.	Cut out shapes, big
		books, counters,
Assessment)		crayons
	Assessment: let learners create simple	
	patterns with more than one of shape, colour,	
	size, sounds or movements	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		
	<u>l</u>	

TERM TWO BASIC ONE WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC ONE

Name of School.....

Week Endi	ng			
Class		0ne		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning In	idicator(s)	B1.1.7.1.2. B1.2. 7.1.3	1. B1.4.5.1.2	
		B1.5. 5.1.1. B1.6.1.1.	1.	
Performan	ce Indicator	Learners can recognise and relate the sequence of		
		events in a narrative text		
		Learners can use illustr	ations, text clues (title	
		headings) and context t	o make inferences and	
		predictions		
		Learners can write simple f	amiliar words	
		Learners can identify adj	ectives and use them to	
		describe oneself and other	people	
		Learners can read a variety of age – appropriate boo		
		and texts from print		
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class	s library.	
Core Comp	etencies: Creativity and Inn	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Read a narrative text	today?	
rhymes		aloud to learners.		
		Put learners in	Ask learners to	
		pairs/groups to identify	summarize the main	
		and talk about the parts of	points in the lesson	
		the story (e.g. beginning,		
		middle and ending).		
		1		

		Assessment: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Let learners mention their favourite dishes or food. • Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof. • Let learners mention the ingredients as teacher writes them on the board. Assessment: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		write simple familiar words	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Have learners read level- appropriate texts describing people.	What have we learnt today? Ask learners to summarize the main points in the lesson

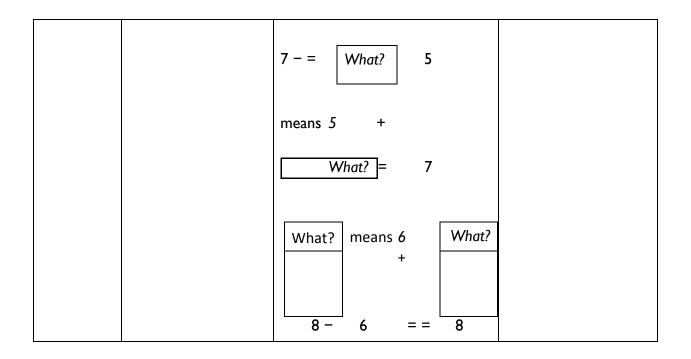
		 Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. Have learners write simple sentences to describe themselves, using the descriptive words identified. Assessment: let learners identify adjectives and use them to describe oneself and other people 	
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement Assessment: let learners read a variety of age — appropriate books and texts from print	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending	
Class	one
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.1.2.4.1
Performance Indicator	Learners can Use counting on, counting down and missing
	addend strategies for adding and subtracting within 20
Strand	NUMBER
Sub strand	Number Operations (Addition, Subtraction,
	Multiplication and Division
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	5. Relating subtraction to	Review the lesson
		comparison or finding the	with Learners
	I'm counting one,	difference (Recognizing that	
	what is one	subtracting 5 from 8 is the same	Assessment: have
	1 - One is one alone,	as ' 5 is how many less than 8; or	learners to practice
	alone it shall be.	'8 is how many more than 5;	with more examples
Tuesday	Sing songs like:	5. Relating subtraction to	Review the lesson
		comparison or finding the	with Learners
	I'm counting one,	difference (Recognizing that	
	what is one	subtracting 5 from 8 is the same	Assessment: have
	1 - One is one alone,	as '5 is how many less than 8; or	learners to practice
		'8 is how many more than 5;	with more examples
Wednesday	Sing songs like:	"Using addition to subtract" or	Review the lesson
		re-writing as addition sentence	with Learners
	I'm counting one,	and finding the missing addend (i.e., if given 7 = 5, change	
	what is one	the question to the addition 5 +	
	1 - One is one alone,	= 7. The answer is 2, so 7	Assessment: have
	alone it shall be.	- 2 = 5.	learners to practice
			with more examples

	2 - Two pair, two pair		
	come pair let us pair	7 - 144 -2 5	
		7 -= What? 5	
		means 5 +	
		What? = 7	
		What? means 6 What?	
		+	
		8 - 6 == 8	
Thursday	Sing songs like:	"Using addition to subtract" or re-writing as addition sentence	Review the lesson
	l'an annutius :	and finding the missing addend	with Learners
	I'm counting one, what is one	(i.e., if given 7 = 5, change	
	1 - One is one alone,	the question to the addition 5 +	Assessment: have
	alone it shall be.	$\frac{1}{2} = 7$. The answer is 2, so 7 $\frac{1}{2} = 5$.	learners to practice
	2 - Two pair, two pair		with more examples
	come pair let us pair		with more examples
	3 - Turn around	7 -= What? 5	
	4 - Follow me		
	5 - Fire		
		means 5 +	
		TVIIde:	
		What? means 6 What?	
		+	
		8 - 6 = 8	
Friday	Sing songs like:	"Using addition to subtract" or	Review the lesson
		re-writing as addition sentence	with Learners
	I'm counting one,	and finding the missing addend (i.e., if given 7 = 5, change	
	what is one	the question to the addition 5 +	
	1 - One is one alone,	= 7. The answer is 2, so 7	Assessment: have
	alone it shall be.	- 2 = 5.	learners to practice
	2 - Two pair, two pair		with more examples



Week Ending		
Class	one	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B1.3.2.1.1	
Performance Indicator	Learners can know the places where living things live	
	(land, air, and water)	
Strand	SYSTEMS	
Sub strand	ECOSYSTEM	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners observe	What have we learnt
	songs and recite familiar	different habitats around	today?
	rhymes	the school, e. g. a tree	
		which houses some birds	Ask learners to
		and insects, a bush or a	summarize the important
		pond.	points of the lesson
		Observe videos or	
		pictures of places where	
		living things live e.g. a	
		marshy area, forest, a	
		pond etc.	
		Display pictures of air,	
		water and land habitats	
		with different organisms.	
		• Learners come out with	
		the names of the living	
		things found in the three	
		habitats (living places) in	
		the video, pictures or	
		through the nature walk.	
			<u> </u>

		T	,
		Assessment: let learners	
		identify the places where	
		living things live	
Thursday	Engage learners to sing	Engage learners to draw	What have we learnt
	songs and recite familiar	organisms in their natural	today?
	rhymes	homes.	
			Ask learners to
			summarize the important
		Assessment: let learners	points of the lesson
		draw organisms in their	
		natural homes.	

Week Ending		
Class	One	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B1 2.1.1.2	
Performance Indicator	Learners can recite religious passages and sing religious	
	songs	
Strand	Religious Practices and their Moral Implications	
Sub strand	Religious Worship in the Three Major Religions in	
	Ghana	
Teaching/ Learning Resources	Pictures	
Cons Comments asian Constitute and Innovation Comments and Collaboration Research		

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

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	 Show pictures, video clips, etc. of songs and recitations from the three main religions. Let learners sing and recite texts from the three main religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Al- Fãtihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional). 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners recite religious passages and sing religious songs	

Week Ending	
Class	One
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B1.2.3.1.2
Performance Indicator	Learners can recall when the name Ghana came into
	formal use
Strand	My Country Ghana
Sub strand	How Ghana Got Its Name
Teaching/ Learning Resources	Pictures

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

DAYS Tuesday	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to
		story form. (A resource person could be invited). Assessment: let learners explain when the name Ghana came into formal use	summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Explain how similarly a new independent country can take on a new name, a new flag, a new leader in a story form. (A resource person could be invited). Assessment: let learners explain when the name Ghana came into formal use	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ling			
Class		One		
Subject		PHYSICAL EDUCATION		
Reference	?	PE curriculum Page		
Learning Indicator(s)		B1.2.2.2.1		
Performance Indicator		Learners can Distinguish between a jog and a run; a hop		
		and a jump; and a gallop and a slide.		
Strand		MOVEMENT CONCEPTS, PF	RINCIPLES AND STRATEGIES	
Sub stran	d	SPACE AWARENESS, DYNA	MICS, RELATIONS, BODY	
		MANAGEMENT AND STRAT	TEGIES	
Teaching/	Learning Resources	cones		
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal	
Developm	nent and Leadership Critical	Thinking and Problem Solvii	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	Demonstrate the pair of	What have we learnt	
	demarcated area in files	movements and ask	today?	
	while singing and	learners to distinguish		
	clapping to warm-up the	them by their names. For	Use answers to	
	body for maximal	example, a jog and a run.	summarise the lesson.	
	performance and to	Let them do this at the		
	prevent injuries	end of a related practical		
		lesson		

Week End	ing		
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B1.3.4.1. 1.	
Performan	nce Indicator	Learners can narrate the sto	ories of the birth of religiou
		leaders	
Strand		OUR BELIEFS AND VALUES	
Sub strand	I	Being a Leader	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	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	Show pictures and video	What have we learnt
	songs and recite familiar	clips depicting the birth of	today?
	rhymes	the religious leaders:	
		Christian, Islam and	Ask learners to
		African Traditional	summarize the main
		Religion (ATR).	points in the lesson
		Learners tell stories about	
		the birth of the religious	
		leaders.	
		Assessment: let learners	
		narrate the stories of the	
		birth of religious leaders	
		an an ar range as radials	
Thursday	Engage learners to sing	Show pictures and video	What have we learnt
•	songs and recite familiar	clips depicting the birth of	today?
	rhymes	the religious leaders:	
		Christian, Islam and	Ask learners to
		African Traditional	summarize the main
		Religion (ATR).	points in the lesson
		Learners tell stories about	
		the birth of the religious	

leaders.

	Asses	sment: let learners	
	narra	te the stories of the	
	birth	of religious leaders	

Week Ending	g			
Class		one		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Ind	icator(s)	B1 1.3.5.2		
Performance	e Indicator	Learners can exhibit owr	artworks to share own	
		creative experiences of visu	ial artworks that reflect the	
		natural and manmade e	nvironments of the loca	
		community		
Strand		VISUAL ARTS		
Sub strand		Displaying and Sharing		
Teaching/ Le	earning Resources	Pictures		
Core Compe	tencies: Creativity and Inn	novation Communication and	d Collaboration Personal	
Developmen	nt and Leadership Critical 7	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners are to:	What have we learnt	
	songs and recite familiar	2 display portfolio of own	today?	
	rhymes	visual artworks to educate		
		and inform the public on	Ask learners to	
		the natural and manmade	summarize the main	
		environments of the local	points in the lesson	
		community		
		Assessment: let learners		
		exhibit own artworks		
Wednesday		Learners are to: 2 display	What have we learnt	
	songs and recite familiar	portfolio of own visual	today?	
	rhymes	artworks to educate and		
		inform the public on the	Ask learners to	
		natural and manmade	summarize the main	
		environments of the local	points in the lesson	
		community		
	i	İ	l	

	Assessment: let learners	
	exhibit own artworks	

Learning Indicator (s) (Ref. No.)		B1.3.2.1.2 Write lower and	upper-case letters
		B1.3.2.1.3 Copy and trace letters and words from	
		given letter cards on the board.	
Performance Indicators		 The learner should write lower and upper-case letters The learner should copy and trace letters and words from given letter cards on the board. 	
Week End	ing		
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
DAIS	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing	Write the lower and	What have we learnt
	songs and recite familiar rhymes	upper case letters on the board. • Talk about the letters written on the board. • Say the sounds of the letters aloud to the learners. • Lead learners to write the lower- and upper-case letters correctly. Assessment: let learners write lower and upper-case letters	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Provide learners with letter cards.	What have we learnt today?

team

	 Lead learners to trace the letters on the cards. Charge learners to write the letters without tracing. NB: Teacher to go around to monitor this activity. Assessment: let learners should copy and trace letters and words from given letter cards on the board. 	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	 Provide learners with letter cards. Lead learners to trace the letters on the cards. Charge learners to write the letters without tracing. NB: Teacher to go around to monitor this activity. 	What have we learnt today?
	Assessment: let learners should copy and trace letters and words from given letter cards on the board.	Review the lesson with learners

TERM TWO BASIC TWO WEEK SEVEN

BASIC FOUR

Name of School.....

Week Endi	ng		
Class		Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B2.1.7.1.1. B2.2.7.1.2. B2.4.5.1.3	
		B2.5.7.1.1. B2.6.1.1.1	
Performance Indicator		Learners can listen to and interact actively with drama	
		Learners can ask and answer factual and inferential	
		questions about level appropriate texts	
		Learners can draw a picture and write at least a	
		sentence to share an opinion	
		Learners can identify prepositions in sentences to	
		indicate days, dates and places	
		Learners can read a variety of age and level-	
		appropriate books and texts from print and non-print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
-	•	novation Communication and Thinking and Problem Solving	
D 43/6	DUAGE 4 CTARTER 40	DUAGE 0. 244101 4044116	DUACE 2 DEFICETION
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	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar		today?
	rhymes	Before Reading – Activate	
		the previous knowledge of	Ask learners to
		the learners by making	summarize the main
		them think-pair and share	points in the lesson
		with their friends.	
		Discuss illustrations	
		accompanying the text.	
		Have them predict the	
		content of the text.	
		Teach key vocabulary.	
		During Reading – Read	
		the text aloud to learners.	

		Pause often and have	
		learners talk about the	
		content of the text.	
		Assessment: let learners	
		answer simple questions	
		based on the text	
Tuesday	Faces leaves to sing		What have we leavet
Tuesday	Engage learners to sing songs and recite familiar	B.READING Have learners read level-	What have we learnt today?
	rhymes	appropriate texts in pairs.	touay:
	Titytiles	• Guide learners to ask	Ask learners to
		and answer simple	summarize the main
		inferential questions on	points in the lesson
		the texts	
		Assessment: let learners	
		answer factual and	
		inferential questions	
		about level appropriate	
		texts	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
,	songs and recite familiar	 Show pictures of 	today?
	rhymes	'smiley/images on your	•
		phone or card', e.g.	Ask learners to
		smiling, angry, indifferent	summarize the main
		or frightened faces, etc.	points in the lesson
		 Let learners study the 	
		pictures and interpret	
		them.	
		• Let learners, in pairs,	
		discuss their opinions.	
		Assessment: let learners	
		write at least a sentence	
		to share an opinion	

Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE Let learners use the preposition in, on, in context. Assessment: let learners identify prepositions in sentences to indicate days, dates and places	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 Use the Author's chair to introduce the reading/ library time. • Have a variety of age and level-appropriate books for learners to make a choice. • Introduce narratives, pop-up and flip-the-page texts to learners. • Introduce e-books to learners, if available. • For each reading session, guide learners to select books Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending	g		
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	B2 1.3.5.2	
Performance	e Indicator	Learners can display own vi	isual artworks to share
		creative experiences that re	
		manmade environments in other Ghanaian	
<u> </u>		communities	
Strand		VISUAL ARTS	
Sub strand		Displaying and Sharing	
	earning Resources	Pictures	
-		ovation Communication and	
Developmer	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
D 4 1/0	DULAGE 4 CTARTER 40	D11405 0 14410 40141416	DULAGE & DEFLECTION
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
ivioriday	songs and recite familiar	2 display portfolio of own	today?
	rhymes	visual artworks to educate	today:
	Tilyines	and inform the public on	Ask learners to
		artworks that reflect the	summarize the main
		natural and manmade	points in the lesson
		environments in other	points in the lesson
		parts of Ghana.	
		parts of Ghana.	
		Assessment: let learners	
		display own visual	
		artworks	
Wednesday	Engage learners to sing	Learners are to	What have we learnt
	songs and recite familiar	: 2 display portfolio of	today?
	rhymes	own visual artworks to	,
	,	educate and inform the	Ask learners to
		public on artworks that	summarize the main
		reflect the natural and	points in the lesson
		manmade environments	
		in other parts of Ghana.	

As	ssessment: let learners
di	isplay own visual
ar	rtworks

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.1.4.1.1
Performance Indicator	Learners can recognise Ghanaian coins, and currency notes to include at least I cedi, 2 cedis, 5 cedis, 10 cedis, 20 cedis and 50 cedis and determine the value of a collection of coins and notes up to at least 50 Ghana cedis
Strand	NUMBER
Sub strand	Money
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Display the Ghanaian cedi	Review the lesson with
		(coins and notes) currently	Learners
	I'm counting one, what	being used for transaction in	
	is one	Ghana and initiate	
	1 - One is one alone,	discussion on the need for	
	alone it shall be.	monetary transaction.	Assessment: have
	2 - Two pair, two pair	Learners touch feel and say	learners to practice with
	come pair let us pair	the features of each coin	more examples
	3 - Turn around		
	4 - Follow me	5 jone 5	
	5 - Fire	GHAMA	
Tuesday	Sing songs like:	Introduce the notes (i.e. 1	Review the lesson with
		cedi, 2 cedis, 5 cedis 10	Learners
	I'm counting one, what	cedis etc.) in turns and have	
	is one	learners examine and talk	
		about its features	

	1 - One is one alone,alone it shall be.2 - Two pair, two paircome pair let us pair	GIANA COLOR OF THE	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	State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢5 and ¢20; ¢5 and ¢20, ¢10 and ¢50	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	. State the relationship between ¢2 and ¢10; ¢5 and ¢10; ¢2 and ¢20; ¢5 and ¢20, ¢10 and ¢50	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Ending		
Class	Two	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B2.4.2.1.1	
Performance Indicator	Learners can recognise the importance of safety when	
	using electricity	
Strand	FORCES AND ENERGY	
Sub strand	ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources	Pictures	
Care Computer size. Creativity and Impossible Communication and Callaboration Developed		

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 mention	What have we learnt
	songs and recite familiar	electrical items they use in	today?
	rhymes	the home.	
		• Learners view pictures of	Ask learners to
		how people use electricity	summarize the important
		in the home, school and	points of the lesson
		community and talk about	
		it.	
		Assessment: let learners	
		mention the uses	
		electricity in the home,	
		school and community	
Thursday	Engage learners to sing	Teacher reinforces	What have we learnt
	songs and recite familiar	learners' ideas on the safe	today?
	rhymes	use of electricity.	
		• In groups, learners	Ask learners to
		critique pictures of	summarize the important
		scenarios of someone	points of the lesson
		using electricity in a safe	
		or unsafe way, e.g.	
		plugging uninsulated	

(naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater.	
Assessment: let learners mention the importance of safety when using electricity	

Week End	ding		
Class		Two	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B2. 3.1.1.1:	
Performa	nce Indicator	Learners can narrate the st	tory of the early life of th
		religious leaders in the thre	e religions in Ghana
Strand		Religious Leaders	
Sub stran	d	Early Life of the Leaders of t	the three Major Religions
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
	nent and Leadership Critical		
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 the	What have we learnt
	songs and recite familiar	names of the religious	today?
	rhymes	leaders: Jesus Christ, the	
		Holy Prophet	Ask learners to
		(SallahuAlaihiWasallam-	summarize the main
		S.A.W (Peace be upon	points in the lesson
		Him)) OkomfoAnokye,	
		TohaZie, EgyaAhor, etc.	
		• Discuss with learners the	
		early lives of these	
		religious leaders.	
		- The Lord Jesus Christ;	
		- The Holy Prophet	
		Muhammad (SAW),	
		Assessment: let learners	
		narrate the story of the	
		early life of the religious	
		leaders in the three	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.5.1.1	
Performance Indicator Learners can identify Ghanaian women who made significant contributions to reduce development.		
Strand	My Country Ghana	
Sub strand	Some Selected Individuals	
Teaching/ Learning Resources	Pictures	

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 Which Ghanaian women contributed to national development?	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
Thursday	Engage learners to sing songs and recite familiar rhymes	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	

Week End	ding		
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B2.2.2.2.1	
Performa	nce Indicator	Learners can distinguish be	tween 'a hop and a jump'.
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIE
Sub stran	d	SPACE AWARENESS, DYNAM	AICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching,	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
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	Hopping involves taking	What have we learnt
	demarcated area in files	off on one foot and land	today?
	while singing and	on the same foot. Jumping	
	clapping to warm-up the	also involves taking off	Use answers to
	body for maximal	with both feet and land on	summarise the lesson.
	performance and to	both feet.	
	prevent injuries	Galloping involves moving	
		one leg leading and the	
		other is rapidly brought	
		forward to it whiles sliding	
		is one count movement to	
		the side.	

Week Ending		
Class	Two	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B2.3.3.1. 1.	
Performance Indicator	Learners can explain the importance of respecting the	
	rights of others	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Basic Human Rights	
Teaching/ Learning Resources	Pictures	

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 importance of allowing others to enjoy their rights, e.g. peace, cooperation, teamwork Assessment: let learners explain the importance of respecting the rights of others	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role-play ways of allowing others to enjoy their rights e.g. tolerance, love, respect, etc Assessment: let learners explain the importance of respecting the rights of others	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Ir	ndicator (s) (Ref. No.)	B2.3.1.1.4 Practise saying letters or words that	
Performan	ce Indicators	The learner should practise saying letters or	
Mook Endi	words that present difficulty to them		difficulty to them
Week Endi Reference	ng	Chanaian Languago, gurris	ulum
		Ghanaian Language curric	ululli
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, recorded audios visual	
Core Comp	petencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	Write the letters of the alphabet and simple words on the board. • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. • Let learners keep practicing those they have difficulty with.	What have we learnt today?
		Assessment: let learners practise saying letters or words that present difficulty to them	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	Write the letters of the alphabet and simple words on the board. • Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.	What have we learnt today?

	• Let learners keep	
	practicing those they have	
	difficulty with.	
	difficulty with.	
		Review the lesson with
	Assessment: let learners	learners
	practise saying letters or	rearriers
	, , <u>, , , , , , , , , , , , , , , , , </u>	
	words that present	
_	difficulty to them	
Engage leaners to sing	Write the letters of the	What have we learnt
songs and recite	alphabet and simple	today?
familiar rhymes	words on the board.	
	 Lead learners to say the 	
	words and the letters of	
	the alphabet and call	
	learners to say them one	
	after the other.	
	 Let learners keep 	
	practicing those they have	Review the lesson with
	difficulty with.	learners
	,	
	Assessment: let learners	
	practise saying letters or	
	words that present	
	difficulty to them	
	difficulty to tile III	

TERM TWO BASIC THREE WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC THREE

Name of School.....

	ng		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Pa	age
Learning Ir	dicator(s)	B3.1.6.2.3 B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1. B3.6.1.1.1	
Teaching/ Core Comp	Learning Resources etencies: Creativity and I	A. Learners can participate in communication, using more varied and more accurate language B. Learners can use dictionaries, glossaries are internet to clarify word meanings C. Learners can review and revise the draft, addit to or taking out ideas D. Learners can identify and use adjectives in show sentences to describe height, length, etc E. Learners can read a variety of age and level appropriate books and summarise them Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Innovation Communication and Collaboration Personal	
•	·		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
-			PHASE S. REFLECTION
-	MINS	(New Learning Including	10MINS
Monday		(New Learning Including Assessment) A. ORAL LANGAUGE	

Tuesday	Engage learners to	B.READING	What have we learnt
	sing songs and recite	Introduce learners to the	today?
	familiar rhymes	dictionary and glossaries.	
		 Have learners find the 	Ask learners to
		dictionary meaning to key	summarize the main
		words in a comprehension	points in the lesson
		passage. • Have learners make	
		or build their own glossaries	
		on the words learnt.	
		• 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	
)	F	meanings	M/h at have well a suct
Wednesday	Engage learners to	C. WRITING	What have we learnt
	sing songs and recite familiar rhymes	In groups, have learners revise their writing paying attention	today?
	Taillillai Tilyilles	to little details.	Ask learners to
		Have learners use these	summarize the main
		questions as a revision guide:	points in the lesson
		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	
Thursday	Engage learners to	D.WRITING CONVENTIONS	What have we learnt
	sing songs and recite	AND GRAMMAR USAGE	today?
	familiar rhymes	Provide sentences with simple	
		adjectives for learners to	
L		identify, e.g. I saw a tall tree.	

		 Put learners in groups to use the adjectives identified Assessment: let learners 	Ask learners to summarize the main points in the lesson
		identify and use adjectives in short sentences to describe height, length, etc	
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 levelappropriate books and summarise them	

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

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

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

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

		That is $12 \div 3 = 4$	
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 ÷3 12 ÷ 3	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	Review the lesson with Learners Assessment: have learners to practice with more examples

	identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$	
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Week Ending			
Class	Three		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s)	B3.3.3.1.1		
Performance Indicator	Learners can identify organisms in a habitat and		
	describe why they live in a particular place		
Strand	SYSTEMS		
Sub strand	ECOSYSTEM		
Teaching/ Learning Resources	ces Pictures		
Core Competencies: Creativity and	Innovation Communication and Collaboration Personal		
Development and Leadership Criti	cal Thinking and Problem Solving.		

_	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
			points of the lesson
		Assessment: let learners	
		identify organisms in a	
		habitat and describe why	
		they live in a particular place	
		place	

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

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

Thursday	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 Ending		
Class	Three	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B3.2.4.1.1	
Performance Indicator	Learners can identify the forts and castles built along	
	the coast of Ghana	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving.		

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

	castles built along the coast of Ghana	

Week Ending		
Class	Three	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B3.2.2.2.2	
Performance Indicator	Learners can identify steps and rhythm patterns for	
	traditional and cultural dances.	
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY	
	MANAGEMENT AND STRATEGIES	
Teaching/ Learning Resources	cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving		

Development and Leadership Critical Thinking and Problem Solving.

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

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

Week Ending		
Class	Three	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B3 1.3.5.2	
Performance Indicator	Learners can display own visual artworks to share	
	creative experiences based on ideas that reflect the	
	natural and manmade environments of other African	
	communities	
Strand	VISUAL ARTS	
Sub strand	Displaying and Sharing	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures. Assessment: let learners display own visual artworks	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: display portfolio of own visual artworks to educate and inform the public on things that reflect the natural and manmade environment of other African cultures.	What have we learnt today? Ask learners to summarize the main points in the lesson

Assessment: let learners	
display own visual	
artworks	

Learning Indicator (s) (Ref. No.)		B3.3.3.1.1 Write simple words/names of people and	
		places.	
Performance Indicators		The learner should write simple	
		words/names of people and places.	
Week Ending			
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing		What have we learnt
	songs and recite	names of 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	
		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	
-	gage leaners to s	ng • Let learners mention	What have we learnt
	ngs and recite	names of places and	today?
fam	niliar 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	
		1	1

TERM TWO BASIC FOUR WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC FOUR

Name of School.....

Week Endi	ng			
Class		Four	Four	
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculum Page		
Learning In	dicator(s)	B4.1.7.1.4. B4.2.7.1.1 B4.3.5.1.2		
		B4.4.10.1.1 B4.5.5.	B4.4.10.1.1 B4.5.5.1.2 B4.6.1.1.1.	
Performance Indicator		in understanding a while listening to r B. Learners can con read		
		agreement D. Learners can write experiences or ever (beginning, mide appropriate noun across sentences the comparative and are used in sentents. E. Learners can differ comparative and are used in sentents. F. Learners can read appropriate book	D. Learners can write about real or imagined experiences or events following story structure	
Teaching/ I	Learning Resources	paragraph summary of each book read Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class library.		
I -		novation Communication a		
Developme	ent and Leadership Critical	Thinking and Problem Solvi	ing.	
	T			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)	

Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Have learners listen to a	today?
	rhymes	narrative text.	today.
	mymes	Learners in groups	Ask learners to
		identify, discuss and relate	summarize the main
		the plot of the text to a	points in the lesson
		familiar text.	points in the lesson
		Have learners listen to	
		the text a second time.	
		A	
		Assessment:	
		In groups, let learners	
		share what they have	
		learnt in the text.	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Select level-appropriate texts for learners.	today?
	rhymes	Take learners through	Ask learners to
		Before Reading activities	summarize the main
		such as picture walk,	points in the lesson
		prediction and Before	
		Reading questions etc. to	
		elicit their prior	
		knowledge.	
		Have learners use their	
		previous	
		knowledge/experience, contextual clues and	
		While Reading questions	
		to make meaning from the	
		text as they read.	
		Provide After Reading	
		questions to help learners	
		make meaning from the	
		text read.	
		Accocomont, lot loornors	
		Assessment: let learners construct meaning from	
		texts read	
		texts read	
Wednesday	Engage learners to sing	C.GRAMMAR	What have we learnt
,	songs and recite familiar	Revise nouns and verbs	today?
	rhymes	with simple examples.	
		Through discussion and	
		examples help learners to	

	1		
		realise rules that govern	Ask learners to
		sentence formation:	summarize the main
		- A Singular subject goes	points in the lesson
		with singular verb. e.g.	
		The boy is in the room.	
		- A Plural subject goes	
		with a plural verb. e.g.	
		The girls are happy.	
		- Collective nouns take	
		singular verb. e.g. The	
		team is playing tomorrow.	
		 Provide sentences for 	
		groups to identify the	
		subjects and verbs.	
		Have learners write their	
		own sentences to be	
		presented to the class.	
		presented to the class.	
		Assessment: let learners	
		use appropriate subject-	
		verb agreement	
		ters agreement	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	Guide learners to narrate	today?
	rhymes	an event they participated	
		in e.g. my first day at the	Ask learners to
		national theatre. Learners	summarize the main
		tell the story sequentially:	points in the lesson
		tell the story sequentially: beginning, middle and	points in the lesson
			points in the lesson
		beginning, middle and	points in the lesson
		beginning, middle and end. (Learners are	points in the lesson
		beginning, middle and end. (Learners are grouped to write their	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.)	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters. • Guide them with	points in the lesson
		beginning, middle and end. (Learners are grouped to write their own story based on a chosen experience agreed on by all. Let them build a mind map to guide their writing.) • Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.	points in the lesson

		view to start with and later change the same story to read from the third person point of view. Assessment: let learners write about real or imagined experiences or events following story structure using appropriate nouns or pronouns within and across sentences to aid cohesion	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guide learners with examples to talk about their siblings using adjectives. • In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners differentiate between how the comparative and superlative adjective forms are used in sentences	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-	Have learners to tell what they read to the whole class

share their stories with	
peers.	
Ask each learner to	
write a-two-paragraph	
summary of the book	
read.	
Invite individuals to	
present their work to the	
class for feedback	
Assessment: let learners	
read a variety of age- and	
level appropriate books	
and present a-two-	
paragraph summary of	
each book read	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.1.4.1.2 B4.1.4.1.3	
Performance Indicator	Learners can Round decimals to the nearest tenth.	
	Learners can Use models to explain the result of addition	
	and subtraction of decimals (up to hundredths).	
Strand		
Sub strand		
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10 MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And
	For Learning)		Teacher)
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to the nearest tenths or hundredths Rounding 85674.875 rounded to 10 ▶ 85670 100 ▶ 85700 1 decimal or 1 place ▶ 85674.9	Review the lesson with Learners Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one, what is one	Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths	Review the lesson with Learners

	1 - One is one alone, alone it shall be.			Round to		Assessment: have learners to practice
	2 - Two pair, two		Fraction	Nearest	Result	with more examples
	pair come pair let us	Α	0.38	$\frac{1}{10}$	0.4	
	pair 3 - Turn around	В	4.085	1		
	4 - Follow me	С	56.584	10		
	5 - Fire	D	18.096	$\frac{1}{10}$		
		E	30.084	$\frac{1}{100}$		
				100		
Wednesday	Sing songs like:	sui	add 0.64 a m 64/100	+ 39/100	which	Review the lesson with Learners
	I'm counting one, what is one	1.0	64+39/10)3 . 0.64	0 = 103/1	00 =	
	1 - One is one alone,		0.39			Assessment: have
	alone it shall be.		1.03			learners to practice
	2 - Two pair, two		at is, since ndredths fr		have	with more examples
	pair come pair let us		decimal pla	`		
	pair	up the	the decimal place valuation place	al points to les and add	align	
Thursday	Sing songs like:	To a	add 0.6 and	l 0.39, one	number	Review the lesson
		is in	tenths and	d other is ir	า	with Learners
	I'm counting one,		dredths (i.			
	what is one		imal place			
	1 - One is one alone,		imal places			Assessment: have
	alone it shall be.		up the dec	-	_	learners to practice with more examples
	2 - Two pair, two pair come pair let us		place value ole number		dS	with more examples
	pair).6	3		
	pa		0.39			
		0	.99			
Friday	Sing songs like:		subtract 0.6 /100 – 6/1			Review the lesson with Learners
	I'm counting one,		100 = 139-			
	what is one	0.79	9. That is, s	ince one ni	umber is	

1 - One is one a	lone, in tenths ar	nd other is in	Assessment: have
alone it shall be	. hundredths	(i.e. one has 1	learners to practice
2 - Two pair, tw	o decimal pla	ce and the other 2	with more examples
pair come pair l	et us decimal pla	ces) it is important to	
pair	line up the	decimal points to align	
3 - Turn around	the place va	alues and subtract as	
4 - Follow me	whole num	bers.	
5 - Fire	1.39		
	- 0.6		
	0.79	_	

Week En	ding			
Class		Four		
Subject		SCIENCE		
Referenc	e	Science curriculum Page		
Learning	Indicator(s)	B4.3.3.1.1		
Performance Indicator		Learners can explain the concept of ecosystem		
Strand		SYSTEMS		
Sub strar	nd	ECOSYSTEM		
Teaching	/ Learning Resources	Pictures		
Core Con	npetencies: Creativity and Ini	novation Communication an	d Collaboration Personal	
Develop	ment 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)			
Мо	Engage learners to sing	Learners discuss the	What have we learnt	
nday	songs and recite familiar	importance of every	today?	
	rhymes	element/member of a		
		given ecosystem, e.g.	Ask learners to	
		frogs, weeds, soil and fish	summarize the importan	
		in a pond.	points of the lesson	
		Brainstorm with		
		learners to come out with		
		responses to what		
		happens when a member		
		of the system is removed.		
		Assist learners to realise		
		that it causes imbalance in		
		the ecosystem. Relate the		
		concept to everyday life,		
		e.g. the destruction of the		
		forest through galamsey		
		and the felling of trees		
		bring about imbalances in		
		the environment.		
	1		•	

		Assessment: let learners explain the concept of ecosystem	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners cite examples of ecosystems in their community and suggest ways of preserving them. Assessment: let learners write ways of preserving them	What have we learnt today? Ask learners to summarize the important points of the lesson

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4.3.2.1.1
Performance Indicator	Learners can identify celebrations, positive cultural
	practices and traditions of different cultures in Ghana
Strand	OUR BELIEFS AND VALUES
Sub strand	Festivals
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about celebrations and traditions of different cultures in the	What have we learnt today?
		community: Christmas, Easter, Eid-Ul-Fitr, Eid-Ul- Adha, Odwira, Aboakyir, etc.	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify celebrations and traditions of different cultures in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners use pictures, charts or video clips to demonstrate activities of celebrations and traditions of different cultures. Assessment: let learners paste pictures to demonstrate activities of celebrations and traditions of different cultures in their books	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference	е	RME curriculum Page	
Learning	Indicator(s)	B4.3.1.1.1	
Performance Indicator		Learners can describe the call of the religious leaders	
Strand		Religious Leaders	
Sub stran	d	The Call of the Leaders of the	ne Three Major Religions
Teaching,	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners discuss the	What have we learnt
	songs and recite familiar	leaders of the three major	today?
	rhymes	religions in Ghana: - The	
		Lord Jesus Christ as the	Ask learners to
		son of God-His Baptism -	summarize the main
		The Holy Prophet	points in the lesson
		Muhammad (S.A.W) - His	
		encounter with Angel Jibril	
		(Gabriel) in the Cave-	
		Hijrah - The call of	
		Traditional Religious	
		Leader- OkomfoAnokye,	
		TogbuiTsali, etc	
		Assessment: let learners	
		describe the call of the	
		religious leader	
		Teligious leader	

Week Endi	ing		
Class	<u> </u>	Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Ir	ndicator(s)	B4.3.3.1.1	
	ce Indicator	Learners can describe Euro	pean missionary activities i
		Ghana	,
Strand		Europeans in Ghana	
Sub strand		Missionary Activities	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	novation Communication ar	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvii	ng.
	T		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Identify the missionary	What have we learnt
	songs and recite familiar	societies that came to	today?
	rhymes	Ghana (starting from the	
		first to the last).	Ask learners to
	Which European	Identify the missionary	summarize the main
	missionary society was	societies that came to	points in the lesson
	the first to come to the	Ghana (starting from the	
	Gold Coast? In which	first to the last).	
	areas did they operate?		
	What was their impact	Assessment: let learners	
	on the lives of	describe European	
	Ghanaians?	missionary activities in	
		Ghana	
Thursday	Engage learners to sing	Locate places where they	What have we learnt
	songs and recite familiar	operated (e.g. Basel-	today?
	rhymes	Akuapem, Bremen-Peki	
		etc)	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		describe European	
		missionary activities in	

Ghana

Week Endin	g		
Class		four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Inc	licator(s)	B4 1.4.6.2	
Performance Indicator		Learners can develop guid	delines for appraising and
		appreciating own and oth	ners' visual artworks that
		reflect the natural and m	anmade environments o
		some communities in Ghana	
Strand		Visual Arts	
Sub strand		Appreciating and Appraisin	g
Teaching/ L	earning Resources	Pictures	
Core Compe	tencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
		200111013 010 001	what have we learnt
	songs and recite familiar	② discuss and accept a	today?
	songs and recite familiar rhymes		
		2 discuss and accept a	
		② discuss and accept a guide for appreciating and	today?
		discuss and accept a guide for appreciating and appraising own and/or	today? Ask learners to
		discuss and accept a guide for appreciating and appraising own and/or others visual artworks;	today? Ask learners to summarize the main
		discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners	today? Ask learners to summarize the main
		discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for	today? Ask learners to summarize the main
		 discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and 	today? Ask learners to summarize the main
		discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and appreciating own and	today? Ask learners to summarize the main
		 discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and 	today? Ask learners to summarize the main
Wednesday	rhymes	Idiscuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	Ask learners to summarize the main points in the lesson
Wednesday	rhymes	discuss and accept a guide for appreciating and appraising own and/or others visual artworks; Assessment: let learners write guidelines for appraising and appreciating own and	today? Ask learners to summarize the main

guide for appreciating and appraising own and/or

others visual artworks;

Assessment: let learners

write guidelines for

Ask learners to

summarize the main points in the lesson

rhymes

	appraising and appreciating own and others' visual artworks	

Week End	ding		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	Reference PE curriculum Page		
Learning	arning Indicator(s) B4.2.4.2.1		
Performance Indicator		Learners can describe	the appropriate body
		orientation to serve a b	all, using the underhand
		movement pattern.	
Strand	Strand MOVEMENT CONCEPTS, PRINCIPLES AND STRAT		INCIPLES AND STRATEGIES
Sub strand		SPACE AWARENESS, DYNAMICS, RELATIONS, BODY	
		MANAGEMENT AND STRATEGIES	
Teaching/ Learning Resources		cones	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	PHASE 1: STARTER 10	THE SECTION AND TOWNS	THASE S. NEI EECHON
	MINS	(New Learning Including	10MINS
	MINS	(New Learning Including Assessment)	10MINS
Friday	MINS (Preparing The Brain	(New Learning Including	10MINS
Friday	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
Friday	MINS (Preparing The Brain For Learning) Learners jog round a	(New Learning Including Assessment) Learner stands with feet	10MINS (Learner And Teacher) What have we learnt
Friday	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files	(New Learning Including Assessment) Learner stands with feet and shoulders straight. Learner tosses the ball and	10MINS (Learner And Teacher) What have we learnt
Friday	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and	(New Learning Including Assessment) Learner stands with feet and shoulders straight. Learner tosses the ball and	10MINS (Learner And Teacher) What have we learnt today?
Friday	MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the	(New Learning Including Assessment) Learner stands with feet and shoulders straight. Learner tosses the ball and swings the hand forward	10MINS (Learner And Teacher) What have we learnt today? Use answers to

moves the leg forward to

Learrners practice with feedback as individuals

progress at their own pace

and in a group for mastery, Learners

recover.

prevent injuries

		Ī	
Week Endin	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	licator(s)	B4.1.3.1.5	
Performance Indicator		Learners can demonstra	te basic calculations on
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WII	NDOWS INTERFACE
	earning Resources	Laptop	TO TO HATELIA AGE
		ovation Communication and	d Collaboration Personal
_		Thinking and Problem Solvin	
Developmen	it and Ecaucionip Citical I	THINKING WIN I TONICIII JOIVIII	p.
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)	Assessmenty	(Learner / ma readiner)
	Engage learners to sing	Guide learners to perform	What have we learnt
Wednesday	songs and recite familiar	basic calculations on	today?
·	rhymes	sample data they have	
		been made to collect	Ask learners to
		using sum, average,	summarize the main
		percentages etc	points in the lesson
		Assessment: let learners demonstrate basic	
		calculations on sample data	

Learning	adicator (s) (Pof No)	R5 / / 1 2 Write persussive	essays on given tenies
Learning Indicator (s) (Ref. No.)		B5.4.4.1.3 Write persuasive essays on given topics.	
		B5.4.5.1.1 Gather information for the writing of good	
		argumentative essays.	
		B5.4.5.1.2 Comprehend and discuss how to write for	
Danta		or against a motion in an ar	
Performar	nce Indicators		should write persuasive
		essays on given topi	
			should gather information od argumentative essays.
			should comprehend and
			e for or against a motion in
		an argumentative es	ssay
Week Endi	ng		`
Reference		Ghanaian Language curricu	ulum
Subject		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	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Use controlled	What have we learnt
	songs and recite	composition to write a	today?
	familiar rhymes	simple persuasive essay	
		on a cardboard.	
		Guide learners to write	
		persuasive essays on given	
		topics	
		Assessment: let learners	
		write persuasive essays on	Review the lesson with
		given topics.	learners
	Francisco de la constanta de l	Diament line at a second	M/h at h a a a a l
	Engage leaners to sing		What have we learnt
	songs and recite	argumentative writing	today?
	familiar rhymes	with learners.	
		• Use controlled	
		composition to write a	

	simple argumentative	
	essay on a cardboard.	
	 Read the argumentative 	
	essay on the board	
	pointing out the structure.	
	 Let learners understand 	
	and recognise how to	
	gather information for the	Review the lesson with
	writing of good	learners
	argumentative essays.	
	Assessment: let learners	
	write points for the	
	writing of good	
	argumentative essays	
	argamentative essays	
Engage leaners to sing	Give a topic to the class	What have we learnt
songs and recite	and put the learners into	today?
familiar rhymes	two groups.	
	 Let one group write for 	
	the topic and the other	
	against the topic in class.	
	 Let each group read 	
	their write up in class.	
	 Discuss the ways of 	
	writing for or against a	
	motion in a given motion	
	in an argumentative essay.	
	 Let individual learners 	
	write for or against a given	Review the lesson with
	motion.	learners
	- /	
	Assessment: let learners	
	write for or against a	
	motion in an	
	argumentative essay	

TERM TWO BASIC FIVE WEEK SEVEN

WEEKLY SCHEME OF LEARNING- WEEK SEVEN BASIC FIVE

Name of School.....

Week Endir	ng		
Class	ass Five		
Subject		ENGLISH LANGUAGE	
Reference	Reference English Language curriculum Page		Page
Learning In	dicator(s)	B5.1.7.1.3 B5.2.7.1.3 B5.3.	3.1.1 B5.4.10.1.1.
		B5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		A. Learners can relate to	lessons in stories
		B. Learners can scan texts	s for details
		C. Learners can identi	fy and use indefinite
		pronouns e.g. someon	e, anyone, everything etc
		D. Learners can create se	ettings, characters and at
		least one plot in	a narrative text, using
		appropriate linking w	ords within and across
		paragraphs to aid col	nesion, and using simple
		literary devices, e.g. di	rect speech
		E. Learners can use past perfect in speech and in	
		writing	
		F. Learners can read a variety of age- and level	
		appropriate books and present at least a-three-	
		paragraph summary of each book read	
Teaching/ L	Learning Resources	Word cards, sentence cards, le	etter cards, handwriting
		on a manila card and a class library.	
Core Comp	etencies: Creativity and Ir	nnovation Communication and	Collaboration Personal
Developme	ent and Leadership Critical	l Thinking and Problem Solving	•
	_		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Assist learners to revise the	What have we learnt
	songs and recite	sequence of a story familiar	today?
	familiar rhymes	to them.	
		Have learners identify the	Ask learners to
		characters in the story and	summarize the main
			points in the lesson

Tuesday	Engage learners to sing songs and recite	the roles the characters played in the story or text. • Learners again identify the setting of the story. • Learners identify the moral lessons from the story. • Help them discuss and relate the moral lessons to their lives using an example to illustrate that. • Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities Assessment: let learners write lessons in stories B.READING Guide learners to skim and	What have we learnt today?
	familiar rhymes	scan texts for details. • Have learners skim/scan a text in a short period/time frame and write down their ideas. • Discuss the answers together as a class Assessment: let learners scan texts for details and answers	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Introduce indefinite pronouns with examples in sentences. • Discuss the indefinite pronouns with learners. • Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences. Assessment: let learners create settings, characters	What have we learnt today? Ask learners to summarize the main points in the lesson

		and at least one plot in a	
		narrative text, using	
		appropriate linking words	
		within and across paragraphs	
		, , ,	
		to aid cohesion, and using	
		simple literary devices	
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite	Revise the stages of the	today?
	familiar rhymes	writing process with learners.	
		E.g. prewriting, writing,	Ask learners to
		revising, editing and	summarize the main
		publishing.	points in the lesson
		 Guide learners through the 	
		process to write about real or	
		imagined experiences or	
		events. E.g. personal	
		narrative	
		 Discuss personal narrative 	
		with learners.	
		Note: A personal narrative is	
		a true story told from the	
		writer's point of view. It is	
		the retelling of an event or	
		experience that has affected	
		the writer's life. The story	
		should be told naturally to	
		allow readers to experience	
		•	
		the event(s) for themselves.	
		Prewriting	
		Put learners into groups of	
		· .	
		five (5) and have them select	
		a topic, purpose and	
		audience for their narrative	
		writing.	
		E.g. Topic: How I spent my	
		Christmas holidays.	
		Purpose: to share an	
		important experience.	
		Audience: Classmates	
		 Guide learners to 	
		individually use appropriate	
		graphic organizers to	
		generate, gather and	
		organise ideas and details for	
		writing.	

		E.g. Time Line, 5 Ws Chart. Time Line Organiser • Use Time Line for personal narratives to list actions or events in the order in which they occurred. E.g. Topic Events in Chronological Order 1. Event 1 2. Event 2 3. Event 3 5 W's Chart • Use 5 W's Chart to collect the who? What? when? Where? and why?" details for personal narratives and news stories. How could be added to the list. e.g. Topic Who? What? When? Where? Why? • Guide learners to organise their details into writing plant (beginning, middle and ending Assessment: let learners create settings, characters and at least one plot in a narrative text	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Narrate an event in the past. • Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect. Assessment: let learners use past perfect to form sentences	What have we learnt today? Ask learners to summarize the main points in the lesson

Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Have learners read	what they read to the
	during the library	independently books of their	whole class
	period	choice during the library	
		period.	
		• Learners think-pair-share	
		their stories with peers.	
		Ask each learner to write a-	
		two-three paragraph	
		summary of the book read.	
		• Invite individuals to present	
		their work to the class for	
		feedback	
		Assessment: let learners read	
		a variety of age- and level	
		appropriate books and	
		present at least a-three-	
		paragraph summary of each	
		book read	

Week Ending		
Class	Five	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B5.1.5.1.3 B5.2.1.1.1	
Performance Indicator	Learners can Identify and describe percent from real-	
	life contexts and solve problems using percent.	
	Learners can Extend a given pattern with and without	
	concrete materials, and explain how each element	
	differs from the preceding one	
Strand	. ALGEBRA	
Sub strand	Patterns and Relationships	
Teaching/ Learning Resources	Counters	

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:	Discuss the contexts	Review the lesson with
		below in which fractions	Learners
	I'm counting one, what	are used in real life and	
	is one	provide materials for	
	1 - One is one alone,	pupils to act them out	Assessment: have
	alone it shall be.		learners to practice with
	2 - Two pair, two pair	reduction to clear – 50%,	more examples
	come pair let us pair	etc.	
	3 - Turn around	In exams expressing	
	4 - Follow me	marks as percentages	
	5 - Fire	Phone battery power	
		used etc. 50%	
		General Usage Battery Percentage ON	
Tuesday	Sing songs like:	Drawing circle graphs that	Review the lesson with
		represent that represent	Learners
		various percentages of	

	I'm counting one, what	halves, fourths and	
	is one	eighths. The graph shows	
	1 - One is one alone,	the ages of pupils in	Assessment: have
	alone it shall be.	Primary 4. If there are 40	learners to practice with
	2 - Two pair, two pair	pupils in the class, ask	more examples
	come pair let us pair	questions for pupils to	'
	3 - Turn around	interpret the graph	
	4 - Follow me	9 years 12 years	
	5 - Fire	10 years	
Wednesday	Sing songs like:	Drawing circle graphs that	Review the lesson with
		represent that represent	Learners
	I'm counting one, what	various percentages of	
	is one	halves, fourths and	Assessment: have
	1 - One is one alone,	eighths. The graph shows	learners to practice with
	alone it shall be.	the ages of pupils in	more examples
	2 - Two pair, two pair	Primary 4. If there are 40	
	come pair let us pair	pupils in the class, ask	
	3 - Turn around	questions for pupils to	
	4 - Follow me	interpret the graph	
	5 - Fire	0 years 10 years 11 years	
Thursday	Sing songs like:	Provide students with a	Review the lesson with
Indisday	Jing Jongs like.	thousand number chart or	Learners
	I'm counting one, what	number line with missing	Learners
	is one	numbers and help use the	Assessment: have
		strategy of skip counting	learners to practice with
		to find missing numbers	more examples
	Skip count in multiples	530 540 590 590 710 750 780	
	of 20, 50, 500, etc. is	920 940 950 870	
	one way to introduce patterns		
Friday	Sing songs like:	Provide students with a	Review the lesson with
·		thousand number chart or	Learners
		thousand number chart of	200111013
	I'm counting one, what	number line with missing	

1 - One is one alone,	strategy of skip counting	Assessment: have
alone it shall be.	to find missing numbers	learners to practice with
2 - Two pair, two pair		more examples
come pair let us pair		
3 - Turn around	10 70 90 110 130 190 260 280 300	
4 - Follow me	310 350 390 390 390 390 390 390 390 390 390 39	
5 - Fire	710 750 780 830 870 870	

Week Endi	ing		
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B5.3.3.1.1	
Performan	ce Indicator	Learners can know how va	rious organisms are adapted
		to survive in their habitat	
Strand		SYSTEMS	
Sub strand		3: ECOSYSTEM	
Teaching/ Learning Resources			
Teaching/	Learning Resources	Pictures	
		Pictures novation Communication ar	nd Collaboration Personal
Core Comp	petencies: Creativity and In		
Core Comp	petencies: Creativity and In	novation Communication ar	
Core Comp	petencies: Creativity and In	novation Communication ar	
Core Comp	petencies: Creativity and Ing ent and Leadership Critical	novation Communication ar Thinking and Problem Solvi	ng.
Core Comp	petencies: Creativity and Ingent and Leadership Critical PHASE 1: STARTER 10	novation Communication ar Thinking and Problem Solvi PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
Core Comp	petencies: Creativity and Incent and Leadership Critical PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Comp	petencies: Creativity and Insent and Leadership Critical PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
Core Comp Developm 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)
Core Comp Developm DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Begin the lesson with a	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt

summarize the important organisms on flashcards and a list of habitats on points of the lesson another set of flashcards for learners to match with). • Learners explain why a bird cannot live in water. • Learners discuss various habitats of animals and plants. Assessment: let learners write how various organisms are adapted to survive in their habitat

Thursday	Engage learners to sing	Brainstorm with learners	
	songs and recite familiar	to come out with the	Project: Designing a
	rhymes	meaning of the term	habitat Learners plan,
		habitat.	design and make a model
		• Learners are asked to	of a habitat using card
		give examples of animals	board, paper, blu tack
		that live in water, land and	and clay to show the
		trees.	homes of some animals.
		• Learners are assisted to	
		discuss how various	
		organisms adapt to their	
		habitat, e.g. what enables	
		fish to live in rivers, birds	
		to live on trees?	
		Assessment: let learners	
		mention how various	
		organisms are adapted to	
		survive in their habitat	

Week Ending		
Class	Five	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B5.3.3.1.1	
Performance Indicator	Learners can describe fundamental human rights in the	
	family	
Strand	3: OUR BELIEFS AND VALUES	
Sub strand	Basic Human Rights	
Teaching/ Learning Resources	Pictures	
Core Competencies, Creativity and Innovation Communication and Collaboration Descend		

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 describe	What have we learnt
	songs and recite familiar	fundamental human rights	today?
	rhymes	as a family member e.g.	
		right to live with family,	Ask learners to
		right to guardianship, right	summarize the main
		to education, right to	points in the lesson
		health	
		Learners compose songs	
		and rhymes on the right to	
		belong to a family	
		Assessment: let learners	
		describe fundamental	
		human rights in the family	
Thursday	Engage learners to sing	Learners describe	What have we learnt
	songs and recite familiar	fundamental human rights	today?
	rhymes	as a family member e.g.	
		right to live with family,	Ask learners to
		right to guardianship, right	summarize the main
		to education, right to	points in the lesson
		health	

	Learners compose songs and rhymes on the right to belong to a family	
	Assessment: let learners describe fundamental human rights in the family	

Week End	ding		
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	Indicator(s)	B5.3.1.1.1	
Performa	nce Indicator	Learners can describe the k	ey events in the ministry of
		the leaders of the three reli	gions
Strand		Religious Leaders	
Sub stran	d	Ministry of the Leaders of t	he Three Major Religions in
		Ghana.	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to describe	What have we learnt
	songs and recite familiar	the key events associated	today?
	rhymes	with the ministry of the	
		leaders of the three main	Ask learners to
		religions:	summarize the main
		- The Lord Jesus Christ-	points in the lesson
		Baptism, temptation, call	
		of the disciples, teaching,	
		etc	
		The Holy Prophet	
		Muhammad (S.A.W.)	
		- call, triumphant entry to	
		Makkah , etc Traditional	
		Leader- training, teaching,	
		etc.	
		Assessment: let learners	
		describe the key events in	
		the ministry of the leaders	
		of the three religions	

Week Ending		
Class	Five	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B5.5.1.1.1	
Performance Indicator	Learners can identify the early protest movements in	
	Ghana before 1945.	
Strand	5: Journey to Independence	
Sub strand	1: Early Protest Movements	
Teaching/ Learning Resources Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	What is a protest	What have we learnt
	songs and recite familiar	movement?	today?
	rhymes	2. List the main protest	
		movements in Ghana	Ask learners to
		before 1945:	summarize the main
	What do we mean by	- Aborigines Rights	points in the lesson
	early protest	Protection Society (ARPS)	
	movements? What were	1897	
	some of these early	- National Congress of	
	protest movements?	British West Africa	
	Who were the leaders of	(NCBWA) 1917	
	these early protest	- The Gold Coast Youth	
	movements? What	Conference, 1929 –	
	factors led to the	What is a protest	
	formation of these	movement?	
	movements?	2. List the main protest	
		movements in Ghana	
		before 1945:	
		- Aborigines Rights	
		Protection Society (ARPS)	
		1897	

		- National Congress of British West Africa (NCBWA) 1917 - The Gold Coast Youth Conference, 1929 – Assessment: let learners identify the early protest	
		movements in Ghana before 1945	
		501010 1545	
Thursday	Engage learners to sing songs and recite familiar rhymes	What is a protest movement? 2. List the main protest movements in Ghana before 1945 - National Congress of British West Africa (NCBWA) 1917 - The Gold Coast Youth Conference, 1929 –	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the early protest movements in Ghana before 1945	

Week Ending		
Class	five	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B5 1.4.6.2	
Performance Indicator	Learners can develop guidelines for appreciating and	
	appraising own and others' visual artworks that reflect	
	the physical and social environments of some	
	communities in Africa	
Strand	1: Visual Arts	
Sub strand	4: Appreciating and Appraising	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	discuss and accept a guide	
	songs and recite	for appreciating and	
	familiar rhymes	appraising own and/or	
		others' visual artworks	
		based on the guidelines	
		suggested below;	
		identify the correct	
		vocabulary to use for	
		appreciating and appraising	
		artworks; 2 agree on what	
		to use the appraisal report	
		for and how to share it; 2	
		agree on the	
		approach/method	
		(manual/digital) to use in	
		recording/documenting the	
		appraisal process; 2 fix a	
		day/date for the	
		appreciation/appraisal/jury.	
		Suggested Guidelines	

		Doscription of the work	1
		② Description of the work: The elements in the work	
		(e.g. dot, lines, shapes,	
		forms, colour, texture,	
		tone), materials used (e.g.	
		paper, pencil, clay, wood),	
		size of the work, number of	
		objects/items in the work.	
		② Subject matter: Meaning,	
		message, topic, mood,	
		feelings, history, religion,	
		environment, global	
		warming.	
		2 Appraisal: What the work	
		can be used for, likes, good	
		things in the work, beauty,	
		social and cultural value,	
		correlation (connecting to	
		other areas of learning).	
		Experiences to share: The	
		design process through	
		thinking and composing,	
		planning and making,	
		displaying and sharing, etc	
		Assessment: let learners	
		write guidelines for	
		appreciating and appraising	
		own and others' visual	
		artworks	
Wednesday	Engage learners to sing	appreciating and appraising	What have we learnt
	songs and recite	own and others' visual	today?
	familiar rhymes	artworks that reflect the	
		topical issues in Africa	Ask learners to
			summarize the main
		Assessment: let learners	points in the lesson
		write guidelines for	
		appreciating and appraising	
		11 1111 0 1111 1111	

	own and others' visual artworks	

Week End	ling			
Class		Five		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning	Indicator(s)	B5.2.4.2.1		
Performance Indicator		Learners can explain the purpose of using a side		
		orientation when striking a ball from a batting tee		
Strand		MOTOR SKILL AND MOVEMENT PATTERNS		
Sub strand		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
Teaching/ Learning Resources		ball		
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal	
Development and Leadership Critical Thinking and Problem Solving.				
_				
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	Learners explain the	End the lesson with cool	
	demarcated area in files	purpose of using the side	down activities and use	
	while singing and	orientation as:	questions to summarise	
	clapping to warm-up the	i. Give accuracy	the lesson	
	body for maximal	ii. Speed		
	performance and to	iii. Direction		
	prevent injuries	iv. Spinning, etc.		
		Learners practice the skill,		
		observe and give them		
		corrective feedback.		
		Ensure that learners		
		progress at their own pace		

Week Ending		
Class	Five	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3	
Performance Indicator	Learners can explain what a network is.	
	Learners can describe how the internet works	
	Learners can explain what the Internet is	
Strand	PROGRAMMING AND DATABASES	
Sub strand	6: INTERNET AND SOCIAL MEDIA SUB-STRAND 1:	
	NETWORK OVERVIEW	
Teaching/ Learning Resources	Laptop	

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 learners to sing	Guide the learners to	What have we learnt
Wednesday	songs and recite familiar	discuss how devices	today?
	rhymes	communicate.	
		Demonstrate simple	Ask learners to
		connectivity between	summarize the main
		nodes.	points in the lesson
		Guide learners to	
		distinguish between PAN,	
		LAN, MAN, WAN and	
		Internet	
		Guide learners to discuss	
		the inter-connection of	
		the internet computers	
		(learners should be made	
		to realise that the internet	
		is a network of networks).	
		Also, guide learners to	
		come out with examples	
		of Internet	
		Communication	

	Assessment: let learners	
	explain what the Internet	
	is	

Learning	ndicator (s) (Pof No)	R5 / / 1 2 Write persuasive	essays on given tenies
Learning Indicator (s) (Ref. No.)		B5.4.4.1.3 Write persuasive essays on given topics.	
		B5.4.5.1.1 Gather information for the writing of good	
		argumentative essays.	
		B5.4.5.1.2 Comprehend and discuss how to write for or against a motion in an argumentative essay	
Danfanna			
Performar	nce Indicators		should write persuasive
		essays on given topi	
			should gather information od argumentative essays.
			should comprehend and
			e for or against a motion in
		an argumentative es	ssay
Week End		Charaian Language augus	.l
Reference		Ghanaian Language curric	ulum ———————————————————————————————————
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, recorded 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	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Use controlled	What have we learnt
	songs and recite	composition to write a	today?
	familiar rhymes	simple persuasive essay	
		on a cardboard.	
		Guide learners to write	
		persuasive essays on given	
		topics	
			Review the lesson with
		Assessment: let learners	learners
		write persuasive essays on	learners
	<u> </u>	given topics.	
	Engage leaners to sing		What have we learnt
	songs and recite	argumentative writing	today?
	familiar rhymes	with learners.	
		Use controlled	
		composition to write a	

	simple argumentative essay on a cardboard. • Read the argumentative essay on the board pointing out the structure. • Let learners understand and recognise how to gather information for the writing of good	Review the lesson with learners
Engage leaners to sing songs and recite	argumentative essays. Assessment: let learners write points for argumentative essays • Give a topic to the class and put the learners into	What have we learnt today?
familiar rhymes	two groups. • Let one group write for the topic and the other against the topic in class. • Let each group read their write up in class. • Discuss the ways of writing for or against a motion in a given motion in an argumentative essay. • Let individual learners	
	write for or against a given motion. Assessment: let learners write for or against a motion in an argumentative essay	Review the lesson with learners

TERM TWO BASIC SIX WEEK SIX

WEEKLY SCHEME OF LEARNING- WEEK SIX BASIC SIX

Name of School.....

Week Ending		
Class	Six	
Subject	ENGLISH LANGUAGE	
Reference	English Language curriculur	n Page
Learning Indicator(s) B6.1.7.1.2 B6.2.7.1.1 B6.3.5.1.4 B6.4 B6.5.4.1.3 B6.6.1.1.1.		6.3.5.1.4 B6.4.11.1.1.
Performance Indicator G. Learners can relate the sequence of (E.g. beginning, middle end)stories/drama/texts H. Learners can construct meaning from text is learners can use the simple present for verbs in sentences: J. Learners can write freely about topics of on national issues and issues from different learning areas K. Learners can use a range of verb for speech and in writing L. Learners can read and critique a variety of and level appropriate books and present page critical commentary based on a criteria, on each book read		reely about topics of choice and issues from different a range of verb forms in a range of verb
Teaching/ Learning Resources	Word cards, sentence cards on a manila card and a class	_
Core Competencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Development and Leadership Critical Th	ninking and Problem Solving.	
DAYS PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
MINS	(New Learning Including	10MINS
(Preparing The Brain	Assessment)	(Learner And Teacher)
For Learning)		
Monday Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
songs and recite familiar	Referring to a recently	today?
rhymes	read story, assist learners	
	to identify the sequence	

		of events in the story.	Ask learners to
		e.g. The beginning,	summarize the main
		middle, and ending.	points in the lesson
		Groups choose a story	points in the resson
		read or heard and identify	
		the plot structure and list	
		events at the beginning,	
		middle and at the end	
		Tilludie and at the end	
		Assessment: let learners	
		mention the sequence of	
		events in a drama	
Tuesday	Engago logge age to alle	D DEADING	What have we learnt
Tuesday	Engage learners to sing	B .READING	
	songs and recite familiar	Select level-appropriate	today?
	rhymes	texts for learners.	
		Based on background	Ask learners to
		knowledge and other	summarize the main
		factors, have learners	points in the lesson
		predict what a text will be	
		about and actively adjust	
		comprehension while	
		reading/viewing or	
		listening.	
		Learners connect their	
		background knowledge to	
		help them make meaning	
		of the text as they read.	
		 Assist learners with a 	
		variety of questions to	
		make meaning during and	
		after reading the text.	
		 Lay emphasis on the 	
		need to use the	
		environment of a word to	
		get its meaning.	
		Assessment: let learners	
		construct meaning from	
		texts	
L			

Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
	songs and recite familiar	Revise the simple present	today?
	rhymes	in context.	
		Present an on-going	Ask learners to
		situation to learners for	summarize the main
		them to report on	points in the lesson
		it. E.g. A football	
		game/match.	
		Present similar	
		situations for learners to	
		describe using the simple	
		present, in groups.	
		 Groups may write and 	
		present their work to the	
		class.	
		 Use texts/sentences to 	
		introduce the use of the	
		simple present for:	
		 scheduled future 	
		actions E.g. The bus	
		leaves early tomorrow.	
		 future possibilities or 	
		plans e.g. If he doesn't	
		come early, we shall go	
		without him.	
		Assessment: let learners	
		use the simple present	
		form of verbs in	
		sentences:	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
,	songs and recite familiar	Have learners select a	today?
	rhymes	topic of their choice on	
		national issues and issues	Ask learners to
		from different learning	summarize the main
		areas.	points in the lesson
		Guide learners to	
		brainstorm and generate	
		ideas.	
If you find this	file helpful for your work kin	dly donate to the MTN no. 024	E2E0E01 (Nana Eiifi Acquab) to

		a Haya lagrange granding	
		Have learners organise their ideas to write their	
		their ideas to write their	
		first draft.	
		They revise their first	
		draft.	
		• Learners then, peer edit	
		their work.	
		Have them present their	
		work for class discussion	
		and correction.	
		They then write the	
		final draft and display	
		their work for their peers	
		to read.	
		Assessment: let learners	
		write freely about topics	
		of choice	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Guide learners, with	
		examples, to form	Ask learners to
		sentences in the past	summarize the main
		perfect tense. Learners	points in the lesson
		narrate a short event	
		using the simple past and	
		past perfect tenses.	
		Guide learners with	
		examples to construct	
		sentences using the past	
		perfect form of verbs.	
		E.g. When you came I had	
		already finished the work.	
		Let learners narrate short	
		events using both tenses.	
		• Let learners write a	
		letter to an elderly	
		relative on something that	
		happened in the past.	
		• Learners in their groups	
		(mixed ability), choose a	
		(mixed ability), choose a	

		topic or event they will	
		want to write on using the	
		past perfect and simple	
		past tenses.	
		past tenses.	
		Have learners write a	
		mind map to guide their	
		writing. Learners edit	
		their writing at every	
		stage e.g. introduction,	
		body and conclusion.	
		Encourage them to share	
		their work with other	
		groups	
		Assessment: let learners	
		use a range of verb forms	
		in writing sentences	
		0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	
Friday	Guide learners to	E. EXTENSIVE READING	Have learners to tell
	choose and read books	Lead discussion on the	what they read to the
	during the library period	importance of reading	whole class
		widely.	
		Have learners read	
		books of their choice	
		independently during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		Ask each learner to write a-two-paragraph	
		write a-two-paragraph	
		write a-two-paragraph summary of the book	
		write a-two-paragraph summary of the book read.	
		write a-two-paragraph summary of the book read. • Invite individuals to	
		write a-two-paragraph summary of the book read. Invite individuals to present their work to the	
		write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback.	

Encourage them to	
share whatever they read	
with their mates.	
Assessment: let learners	
read and critique a variety	
of age- and level	
appropriate books and	
present a one-page critical	
commentary based on a	
set of criteria, on each	
book read	

Week Endin	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performano	e Indicator	Learners can explain how G	hana gained independence
		through constitutional means	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	
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	Use a resource person	What have we learnt
	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
		police officer, senior	Ask learners to
	Which political parties	citizens etc.) to discuss the	summarize the main
	took part in the 1951	sequence of events	points in the lesson
	general elections? What	leading to the 1956	
	was the outcome of that	elections	
	election?		
		Assessment: let learners	
		explain how Ghana gained	
		independence through	
		constitutional means	
Thursday	Engage learners to sing	Use a resource person	What have we learnt
Indisday	songs and recite familiar	(retired educationalist,	today?
	rhymes	veteran soldier, retired	
	,	police officer, senior	Ask learners to
		citizens etc.) to discuss the	summarize the main
		sequence of events	points in the lesson
		leading to the 1956	
		elections	
L	L	I	

Assessment: let learners	
explain how Ghana gained	
independence through	
constitutional means	

Week Endir	ng		
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B6.4.2.1.1	
Performano	ce Indicator	Learners can construct an e	electric circuit and know the
		functions of its components	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Innov	ation Communication and Colla	aboration Personal
Developme	nt and Leadership Critical Th	inking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Engage learners to discuss	What have we learnt
	songs and recite familiar	the basic components of an	today?
	rhymes	electric circuit (use video	
		demonstrations where	Ask learners to summarize
	Discuss the functions of	available).	the important points of the
	parts of plants with	Note that the basic	lesson
	learners	components are the battery	
		(dry cell), bulb, connecting	
		wire, switch/key, etc.	
		• Learners mention the roles	
		of the components of the	
		electric circuit.	
		Assessment: let learners	
		identify the functions of its	
		components	
Thursday	Engage learners to sing	Learners, in groups, provide	What have we learnt
mursuay	songs and recite familiar	them with the electrical	today?
	rhymes	components and assist them	today:
	Invines	to construct a functional	Ask learners to summarize
		simple electric circuit.	the important points of the
		• Learners draw the circuits	lesson
		they have constructed	
		,	
		Assessment: let learners	
		construct an electric circuit	

	and id	dentify the functions of	
	its	components	

		_		
Week Endi	ng			
Class		six		
Subject		MATHEMATICS		
Reference		Mathematics curriculum F	Page	
Learning In	dicator(s)	tor(s) B6.1.4.1.1 B6.1.4.1.2		
Strand Sub strand Teaching/	Learning Resources etencies: Creativity and In	Learners can use concrete models and pictorial representations to explain a ratio as a concept that shows the number of times one quantity can be obtained in another and write this symbolically and in its simplest form Learners can Express ratios in equivalent forms, compare and order ratios Number Ratios and Proportion Counters novation Communication and Collaboration Personal Thinking and Problem Solving.		
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Monday	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	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the	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 3 - Turn around 4 - Follow me 5 - Fire	Solve simple problems that involve ratios and finding total ratios. E.g. (i) Out of 24 students in a class, 10 are girls. Find its simplest form the ratio of boys to girls. (ii) A boy's mass is 50kgs, and his sister's is 45kg. Find the ratio of their masses. (iii) If an orange drink is made from concentrate and water in the ratio 3:8, what fraction of the mixture is concentrate	Review the lesson with Learners
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 3 - Turn around 4 - Follow me 5 - Fire	Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The ratio 2:3 can be expressed as 2/3; to determine which ratio is larger/largest change to equivalent ratios with same denominator and compare or order. E.g. Afia, Bedu and Caro each mix orange squash (S) and water (W) in the ratio 3:14, 2:7 and 1:4 respectively. Whose drink tastes strongest of squash? To determine the one Whose drink tastes strongest of squash we need to have the same unit of water, hence Bedu's	Assessment: have learners to practice with more examples

as a fraction to find	Learners
Man annual and a share the state of the stat	
I'm counting one, what equivalent ratios that can	
is one be easily compared. The	
1 - One is one alone, ratio 2:3 can be expressed	Assessment: have
alone it shall be. as 2/3; to determine	learners to practice with
2 - Two pair, two pair which ratio is	more examples
come pair let us pair larger/largest change to	
3 - Turn around equivalent ratios with	
4 - Follow me same denominator and	
5 – Fire compare or order. E.g.	
Afia, Bedu and Caro each	
mix orange squash (S) and	
water (W) in the ratio	
3:14, 2:7 and 1:4	
respectively. Whose drink	
tastes strongest of	
squash? To determine the	
one Whose drink tastes	
strongest of squash we	
need to have the same	
unit of water, hence	
Bedu's	
Friday Sing songs like: Solve simple problems	Review the lesson with
that involve simplifying,	Learners
I'm counting one, what comparing, finding	
is one missing and total ratios.	
1 - One is one alone, E.g. (i) Given that 10: q = 2	Assessment: have
alone it shall be. : 3, find q. (ii) The ratio of	learners to practice with
2 - Two pair, two pair boys to girls in a class	more examples
come pair let us pair room is 7 to 11. If there	
3 - Turn around are a total of 49 boys in	
4 - Follow me the classroom, then how	
5 – Fire many boys and girls are	
there altogether?	

Week Ending	
Class	six
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B6 2.3.4.2
Performance Indicator	Learners can plan a display of own performing
	artworks to share creative experiences of the
	techniques and styles of some international
	performing artists studied
Strand	Performing Arts
Sub strand	Displaying and Sharing
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② watch a short video or	today?
	rhymes	live performances	
		(preferably during the	Ask learners to
		circuit, district or regional	summarize the main
		cultural festival of the	points in the lesson
		cultural education unit of	
		the Ghana Education	
		Service) that reflect	
		emerging topical issues in	
		Ghana;	
		discuss the need for	
		performing compositions	
		of own music, dance,	
		drama, poetry etc.;	
		② develop a roadmap for	
		the performances by: -	
		fixing a date - selecting a	
		venue - inviting an	
		audience	
		theme for the	
		performance;	

		send manual and/or electronic invitations to target audience	
		Assessment: let learners write a plan for display of own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to select compositions by considering e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance; decide on mode and arrangement of performances getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities characters, directors, stage managers, audience, health and security personnel); clean and prepare the venue and its environment and make it ready for the performance; Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners let learners write a plan	

	for display of own	
	performing artworks	

Week Endi	าย		
Class	<u> </u>	six	
Subject	piect PHYSICAL EDUCATION		
Reference	-		
Learning In	dicator(s)	B6.2.2.2.1	
	erformance Indicator Learners can Identify the time necessary to prepa		ne necessary to prepare for
		and begin a forehand stroke	
Strand		Movement Concepts, Princi	
Sub strand		Space Awareness, Dynamic	s, Relations, Body
		Management and Strategie	S
Teaching/ I	earning Resources	cones	
		novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
	<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)		
	Learners jog round a	To get started, one needs	What have we learnt
	demarcated area in files	to learn four basic strokes:	today?
	while singing and	the forehand drive, the	Use answers to
	clapping to warm-up the	forehand push, the	summarise the lesson.
	body for maximal	backhand drive and the	
	performance and to	backhand push. Once the	
	prevent injuries	learners master these	
		strokes, the teacher can	
		go on to more complex	
		techniques that will raise	
		the level of their game	

Week Ending	
Class	six
Subject	COMPUTING
Reference	Computing curriculum Page
Learning Indicator(s)	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.
Performance Indicator	Learners can modify the appearance of data within a worksheet. Learners can manage Excel workbooks. Learners can print the content of an MS-Excel worksheet.
Strand	PROGRAMMING AND DATABASES
Sub strand	: INTRODUCTION TO ELECTRONIC SPREADSHEET
Teaching/ Learning Resources	Laptop

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Show examples of	What have we learnt
	songs and recite familiar	modified data in (a)	today?
	rhymes	worksheet(s), either on	
		projected screens or	Ask learners to
		pictures. Guide learners to	summarize the main
		modify the appearance of	points in the lesson
		data within a worksheet	
		Guide learners to properly	
		name MS-Excel workbooks	
		and store them in folders	
		for retrieval later.	
		Guide learners to adjust	
		margins to suit the A4	
		paper size for printing in	
		landscape and portrait.	
		Assessment: let learners	
		print the content of an	
		MS-Excel worksheet.	

Week End	ing		
Class		six	
Subject	t OUR WORLD OUR PEOPLE		
Reference		Our World Our People curriculum Page	
Learning I	ndicator(s)	B6.3.2.1.1.	
Performar	nce Indicator	Learners can identify two ways of making festivals	
		beneficial to the communit	ies
Strand		OUR BELIEFS AND VALUES	
Sub stranc	ı	Festivals	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Persona
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)		
Tuesday	Engage learners to sing	Learners talk about ways	What have we learnt
	songs and recite familiar	of making celebrations of	today?
	rhymes	festivals beneficial to the	
		communities e.g. use	Ask learners to
		festival occasions to plan	summarize the main
		for development,	points in the lesson
		encourage youth	
		participation, gender and	
		inclusivity, settle disputes,	
		honour hardworking	
		people, showcasing the	
		culture of the people	
		Assessment: let learners	
		identify two ways of	
		making festivals beneficial	
		to the communities	
Thursday	Engage learners to sing	Learners draw a durbar of	What have we learnt
	songs and recite familiar	chiefs during festival	today?

celebrations

rhymes

Assessment: let learners draw a durbar of chiefs during festival celebrations	Ask learners to summarize the main points in the lesson
---	---

Week End	ling		
Class		six	
Subject RELIGIOUS AND MORAL EDUCATION		UCATION	
Reference RME curriculum Page			
Learning I	ndicator(s)	B6. 3.1.1.1.	
Performa	Performance Indicator Learners can narrate the story of the latter liv		cory of the latter lives of the
		leaders of the major religio	ns
Strand		Religious Leaders	
Sub stran	The Latter Lives of Leaders of the Three Major R		of the Three Major Religions in
		Ghana	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	nent and Leadership Critical ⁻	Thinking and Problem Solvii	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	Show pictures or video	What have we learnt
	songs and recite familiar	clips on the latter lives of	today?
	rhymes	Jesus Christ and a	
		traditional leader to	Ask learners to
		learners.	summarize the main
		Let learners dramatise	points in the lesson
		the latter lives of the	
		religious leaders	
	· ·		
		Assessment: let learners	
		Assessment: let learners narrate the story of the	

Learning Indicator (s) (Ref. No.) Performance Indicators		B6.4.4.1.1 Write a persuasive essay on a given topic. B6.4.4.1.2 Write a persuasive essay about education B6.4.4.1.3 Write a persuasive essay on a national issue. • The learner should write a persuasive essay on a given topic.	
		essay about educati	should write a persuasive
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
5/115	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	 Discuss ways that persuasion can be achieved. Discuss some vocabularies that are used in persuasion and write some on the board. Discuss with learners how to write persuasive essays by looking at structure and content. Let learners write a persuasive essay on a given topics. Assessment: let learners write a persuasive essay on a given topic.	What have we learnt today? Review the lesson with learners

	Engago Joanors to sing	• Discuss with learners	What have we learnt
	Engage leaners to sing songs and recite	Discuss with learners	What have we learnt today?
	familiar rhymes	situations that can occur	touay:
	Tallillal Hilyliles	in the home or school or	
		community.	
		• Let learners describe any	
		of the situations in groups	
		and say to the class.	
		 Discuss with learners 	
		how to write descriptive	
		composition.	
		 Lead learners to 	Review the lesson with
		compose a descriptive	learners
		essay about a situation.	
		Assessment: let learners	
		write a persuasive essay	
		about education	
	Engage leaners to sing	Discuss with learners	What have we learnt
	songs and recite	processes in doing things	today?
	familiar rhymes	like cooking, installing a	
		chief, etc.	
		Ask a learner the process	
		and describe it to the	
		class.	
			Review the lesson with
		persuasive composition on	
		a certain process	
		Assessment: let learners	
		write a persuasive essay	
		on a national issue.	
		on a national issue.	
1	i		

THE GRANDMOTHER TERM 2, WEEK 8 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

TERM TWO KG 1 WEEK EIGHT

WEEKLY LESSON PLAN FOR KG 1- WEEK EIGHT

Name of School.....

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Monday CLASS: KG 1	SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1.4.2.1.1 K1. 4.2.1.2	
understanding of the special places in our local communities	 Learners can talk about who the neighbours are, the work they do and how important their profession are in the community Learners can demonstrate that sentences are made of words and that words are separated in print. 	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		

Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

DUACE /DUBATION	LEADNEDC ACTIVITIES	DECOLIDEEC
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Use the Community Circle time strategy as	Poster/ cut out
40MINS	described in K1.3.2.1.1 for the theme	picture
(New Learning	introduction.	
Including	Give learners the opportunity to talk freely	Cut out shapes, big
Assessment)	with the teacher and their peers about the	books, counters,
	people in their neighbourhood and the work	crayons
	they do.	
	Learners should first talk about the	
	occupation of their parents. e.g. My parents	
	are both farmers.	
	Ask leading questions and job terminologies	
	to guide the discussion on the theme	
	(teacher, nurse, doctor, police officer, trader,	
	fisherman, fishmonger, etc.).	

	Play some songs and let learners sing it along	
	with the tape. Talk about each profession and	
	how important they are to the community.	
	Learners select the work they want to do	
	when they grow up and draw themselves	
	their uniform.	
	Sort the occupations into sets of formal and	
	informal. Match the sets with their correct	
	number	
	Use the "Be the word" game to demonstrate	
	the concept.	
	Cut up a sentence into individual words. Call a	
	group of learners to rearrange the words to	
	form the sentence.	
	Each child picks a word and be that word	
	when the sentence is being rebuild. Call the	
	learners to rearrange the words to form the	
	sentence.	
	Make sure learners leave a space in between	
	them when rearranging the words to form	
	the sentence.	
	Scaffold them to see how words are	
	separated in print.	
	Assessment: let learners rearrange the words	
	to form the sentence.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday	
	SUB STRAND: : KNOWING (WHO) THE IMPORTANT
CLASS: KG 1	PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD:	INDICATORS: K1.4.2.1.3 K1.4.2.1.4
K1.4.1.1Demonstrate	
understanding of the special	PERFORMANCE INDICATOR:
places in our local communities	Learners can interact with resource people from
praces in car recal communities	different occupation
	Learners can recognize the letter-sound learnt in the
	previous week in words
CORE COMPETENCE: Communicat	ion and collaboration (CC) Personal Development and
Leadership (PL) Creativity and Inno	ovation (CI) Critical Thinking and Problem Solving
KEN MODDC:	

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Show word cards out to students, have	Poster/ cut out
40MINS	learners identify the letter sound /K/ [k] in	picture
(New Learning	the list of words. [Kwasi (Yes) mama (no),	
Including	Kofi] etc.	Cut out shapes, big
Assessment)	Learners put their hands on the head when	books, counters,
	there is the target letter-sound in the word, if	crayons
	not they put their hands down.	
	In groups, learners do a treasure hunt for	
	words beginning with the target word in the	
	classroom. The group that finds more words	
	with the target letter wins the game.	
	Copy selected words on the board for	
	learners write into their exercise books	
	Assessment: let learners identify the letter-	
	sound learnt in the previous week in words	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY	
DAY: Wednesday	SUB STRAND: : KNOWING (WHO) THE IMPORTANT	
CLASS: KG 1	PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1.4.2.1.5	
understanding of the special	PERFORMANCE INDICATOR:	
places in our local communities	Learners can write boldly and legibly the target letter for	
	the week and add a name of a friend to it	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and		
Leadership (PL) Creativity and Inno	vation (CI) Critical Thinking and Problem Solving	
KEY WORDS:		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of	Poster/ cut out picture Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	words in their sentences. Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Thursday CLASS: KG 1	SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1. 4.2.1.6
understanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.
CORE COMPETENCE: Communicati	on and collaboration (CC) Personal Development and

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Show poster and/or pictures depicting	Poster/ cut out
40MINS	professionals in informs.	picture
(New Learning	Learners choose their future jobs and talk to	
Including	each other about why they made that Cut out shapes,	
Assessment)	selection.	books, counters,
	Learners draw and colour themselves and	crayons
	paste it all round the classroom.	•
	Have learners be in groups according to their	
	chosen profession and count the members in	
	each group. Represent the number visually	
	east group hepresent the names visually	
	Assessment: let learners draw themselves in	
	the uniform of their aspired future job, colour	
	it nicely and write the name of the job	
	underneath.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: MY LOCAL COMMUNITY			
DAY: Friday			TUE 18 48 08 TANK		
CLASS: KG 1		SUB STRAND: : KNOWING (WHO) THE IMPORTANT			
		PEOPLE / OCCUPATION IN MY COMMUNITY			
CONTENT STANDARD:		INDICATORS: K1.4.1.1.6			
K1.4.1.1Demonstrate		DEDECTAL MADE INDICATED			
understanding of the special		PERFORMANCE INDICATOR:			
places in our local communities		Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how			
		many is left			
		<i>'</i>			
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and					
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving					
KEY WORDS:					
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES		
·	LEARNERS ACTIVITIES				
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes that relate to the lesson.				
MINS	that relate t				
(Preparing the Brain for Learning)					
PHASE 2: MAIN	Loarnors ro	view the concept of addition and	Poster/ cut out		
40MINS	Learners review the concept of addition and concentrate on Subtraction this week.		picture		
(New Learning	Create a market scene where learners buy				
Including	and sell different items in the community and Cut out shapes, big				
Assessment)	use their understanding of the subtraction books, counters,				
	concept to buy with money and ask for a crayons				
	change.				
	The buyer asks the seller a question "how				
	much is left".				
	Create different everyday situations and scaffold learners to subtract numbers.				
		t: Let learners work in pairs and to solve problems in their			
	exercise bo	•			
PHASE 3:		on with Learners by singing songs			
	INC VIC VV IC33				
REFLECTION 10MINS	in relation t				

Teacher)

TERM TWO KG 2 WEEK EIGHT

WEEKLY LESSON PLAN FOR KG 2- WEEK EIGHT

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY		
DAY: Monday		SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY		
CLASS: KG 2				
CONTENT STANDARD:		INDICATORS: K2.4.2.1.1		
Demonstrate understa	_	PERFORMANCE INDICATOR:		
knowing the important		Learners can talk about and discu	ss the various	
occupation in our comr	munity	occupations in our community.	33 the various	
		on and collaboration (CC) Personal [•	
	ity and Innov	ration (CI) Critical Thinking and Prob	lem Solving	
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes		
MINS	that relate to the lesson.			
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Community Circle time: Follow basic		Poster/ cut out	
40MINS	procedures of the community circle time (as		picture	
(New Learning	in K2.1.1.1.1) and introduce the theme for the		•	
Including	week.		Cut out shapes, big	
Assessment)			books, counters,	
	Display a co	nversational poster (#30) and	crayons	
	some concr	ete materials related to the theme		
	and engage	learners in active discussion.		
	Call on lear	ners randomly to answer		
	questions or contribute to the discussion.			
	Have learners mention some occupations in			
	their vicinity	y.		
	=	res and discuss each occupation		
	and what th	•		
	Learners to indicate their preferred and			
		•		
	aspired occi	•		

	Assessment: let learners talk about and discuss the various occupations in our community	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

CLASS: KG 2 CONTENT STANDARD: K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community. PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning) PHASE 2: MAIN 40MINS (New Learning) PHASE 3: Resources Poster/ cut out picture informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) © Check on the K and W before you read the text and the L after reading. L-Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: Review lesson with Learners by singing songs in relation to it	DATE:		STRAND: : MY LOCAL COMMUNITY			
CONTENT STANDARD: K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community. PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-readaloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) E Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS INDICATORS: K2.3.2.1.1 INDICATORS: K2.3.2.2.1.1 PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-readaloud of the big book which relates to the theme. Exp. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS INDICATORS: ASC.3.2.1.1 PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-readaloud of the big book which relates to the theme end the teacher-readaloud of the big book which relates to the theme to the teacher-readaloud of the big book which relates to the theme. Exp. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners by singing songs in relation to it	DAY: Tuesday					
CONTENT STANDARD: K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community. PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning informational text which relates to the theme informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) © Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS INDICATORS: PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme. Feather share lessons learnt on the theme of the week.				IMPORTANT PEOPLE /		
Demonstrate understanding of knowing the important people / occupation in our community. PERFORMANCE INDICATOR: Learners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning informational text which relates to the theme informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) © Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS REFLECTION 10MINS In relation to it	CLASS: KG 2		OCCUPATION IN MY COMMUNITY			
knowing the important people / occupation in our community. Carners can Listen attentively to the teacher-read-aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving	CONTENT STANDARD:	K2.4.2.1	INDICATORS : K2.3.2.1.1	INDICATORS: K2.3.2.1.1		
Learners can Listen attentively to the teacher-read- aloud of the big book which relates to the theme, track words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (Cl) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes that relate to the lesson. (Preparing the Brain for Learning) PHASE 2: MAIN Teacher follows the steps of the KWL strategy informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: Review lesson with Learners by singing songs in relation to it		•	DEDECORMANICE INDICATOR.			
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words and share lessons learnt on the theme of the week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes that relate to the lesson. PHASE 2: MAIN 40MINS (New Learning informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) PI Check on the K and W before you read the text and the L after reading. L-Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: Review lesson with Learners by singing songs in relation to it	occupation in our comi	munity.	·			
Week. CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving KEY WORDS: PHASE/DURATION LEARNERS ACTIVITIES RESOURCES PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes that relate to the lesson. (Preparing the Brain for Learning) PHASE 2: MAIN (New Learning) PHASE 2: MAIN (Informational text which relates to the theme informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the Lafter reading. L-Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS RESOURCES RESOURCES Poster/ cut out picture Cut out shapes, big books, counters, crayons						
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PHASE 1: STARTER 10 MINS (New Learning) Assessment) Phase Sessment) Description as pour read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS Have learners to sing songs and recite rhymes that relate to the meson. Poster/cut out picture Cut out shapes, big books, counters, crayons Cut out shapes, big books, counters, crayons	Leadership (PL) Creativ	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving		
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(Preparing the Brain for Learning) PHASE 2: MAIN ### Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. PHASE 3: REFLECTION 10/MINS REFLECTION 10/MINS Teacher follows the steps of the KWL strategy instruction at posterior cut out picture Cut out shapes, big books, counters, crayons Cut out shapes, big books, counters, crayons	PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes			
PHASE 2: MAIN Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. PHASE 3: REFLECTION 10MINS Review lesson with Learners by singing songs in relation to it	MINS					
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Including Assessment) to the learners. (See lesson K2.1.2.1.2, also appendix 1) Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS Review lesson with Learners by singing songs in relation to it		,		picture		
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Crayons Check on the K and W before you read the text and the L after reading. L- Learners share what they have learnt about the theme. E.g. This is a police officer. He works at the Police Station. Have learners draw their chosen profession and match it with the sentence related to it. Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS Crayons Crayons Crayons	_		•			
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Assessment: let learners share lessons learnt on the theme of the week. PHASE 3: REFLECTION 10MINS Review lesson with Learners by singing songs in relation to it		_	•			
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PHASE 3: Review lesson with Learners by singing songs in relation to it						
REFLECTION 10MINS in relation to it	DHQSE 3.					
	(Learner and	relation t				

Teacher)

DATE:		STRAND: : MY LOCAL COMMUNITY	
DAY: Wednesday			
		SUB STRAND: KNOWING (WHO) THE	IMPORTANT PEOPLE /
CLASS: KG 2		OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD:	K2.4.2.1	INDICATORS: K2.3.2.1.4	
Demonstrate understa	nding of		
knowing the important	•	PERFORMANCE INDICATOR:	
occupation in our comi	•	Learners can use vocabulary acqu	ired from the week to
	/	compose oral composition about t	their future profession
		and write simple sentences which	relates to the theme
		in their word bank.	
CORE COMPETENCE: C	ommunication	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	lem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate to the lesson.		
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	Let learners	dress up in their future careers'	Poster/ cut out
40MINS	uniform, dr	amatize what they will be doing	picture

and using the vocabulary learnt to describe

all about.

word bank

in relation to it

pupils in a school.

their future career and what the occupation is

② Guide them to use the above knowledge to

talk about their preferred occupation briefly. I want to be a teacher. A teacher teaches

sentences which relates to the theme in their

Review lesson with Learners by singing songs

Assessment: let learners write simple

Cut out shapes, big

books, counters,

crayons

(New Learning

Assessment)

Including

PHASE 3:

(Learner and Teacher)

REFLECTION 10MINS

DATE:		STRAND: : MY LOCAL COMMUNITY	
DAY: Thursday		SUB STRAND: KNOWING (WHO) THE	IMPORTANT PEOPLE /
		OCCUPATION IN MY COMMUNITY	
CLASS: KG 2			
CONTENT STANDARD:	K2.4.2.1	INDICATORS : K2.3.2.1.5	
Demonstrate understa	nding of		
knowing the important	people /	PERFORMANCE INDICATOR:	
occupation in our com	munity.	Learners can identify the letter-so	
		week in words related to the then	
		and key word boldly and legibly in	their books
CORE COMPETENCE: C	communication	on and collaboration (CC) Personal [Development and
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:	-	-	
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
			RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	RESOURCES
PHASE 1: STARTER 10 MINS			RESOURCES
		ers to sing songs and recite rhymes	RESOURCES
MINS		ers to sing songs and recite rhymes	RESOURCES
MINS (Preparing the Brain	that relate t	ers to sing songs and recite rhymes	Poster/ cut out
MINS (Preparing the Brain for Learning)	that relate t	ers to sing songs and recite rhymes to the lesson.	
MINS (Preparing the Brain for Learning) PHASE 2: MAIN	that relate to Rapidly revi	ers to sing songs and recite rhymes to the lesson. ise the letter sounds learnt so far.	Poster/ cut out
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	that relate to Rapidly revi	ers to sing songs and recite rhymes to the lesson. ise the letter sounds learnt so far. he procedure as in K2 .1.1.1.5 to	Poster/ cut out
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning	Rapidly revi Prollow th	ers to sing songs and recite rhymes to the lesson. ise the letter sounds learnt so far. he procedure as in K2 .1.1.1.5 to	Poster/ cut out picture
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS (New Learning Including	Rapidly revi Pollow th continue te week.	ers to sing songs and recite rhymes to the lesson. ise the letter sounds learnt so far. he procedure as in K2 .1.1.1.5 to	Poster/ cut out picture Cut out shapes, big

Review lesson with Learners by singing songs

in relation to it

PHASE 3:

(Learner and Teacher)

REFLECTION 10MINS

DATE:	STRAND: : MY LOCAL COMMUNITY	
DAY: Friday CLASS: KG 2	SUB STRAND: KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
CONTENT STANDARD: K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.	INDICATORS: K2.3.2.6 PERFORMANCE INDICATOR: Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.	

CORE COMPETENCE: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

KEY WORDS:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Using the coloured rubber counters, or legos,	Poster/ cut out
40MINS	or different bottle tops,	picture
(New Learning	Guide learners to create patterns with	
Including	different colours.	Cut out shapes, big
Assessment)		books, counters, crayons
	Assessment: let learners create simple	-
	patterns with more than one of shape, colour,	
	size, sounds or movements	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

TERM TWO BASIC ONE WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC ONE

Name of School.....

Week Endi	ng		
Class	One		
Subject ENGLISH LANGUAGE			
Reference English Language curriculum Page		n Page	
Learning Indicator(s)		B1.1.7.1.2. B1.2. 7.1.	1. B1.4.5.1.2
		B1.5. 5.1.1. B1.6.1.1.1	
Performance Indicator		Learners can recognise a	nd relate the sequence o
		events in a narrative text	
		Learners can use illustr	ations, text clues (title
		headings) and context t	o make inferences and
		predictions	
		Learners can write simple f	amiliar words
		Learners can identify ad	ljectives and use them to
		describe oneself and other people.	
		Learners can read a variety of age – appropriate books	
		and texts from print	
Teaching/ Learning Resources		Word cards, sentence cards	, letter cards, handwriting
		on a manila card and a class	s library.
Core Competencies: Creativity and Inn		novation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar		today?
	rhymes	Read a narrative text	
		aloud to learners.	Ask learners to
		Put learners in	summarize the main
		Put learners in pairs/groups to identify	
		Put learners in pairs/groups to identify and talk about the parts of	summarize the main
		• Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning,	summarize the main
		Put learners in pairs/groups to identify and talk about the parts of	summarize the main

		ASSESSMENT: let learners	
		mention the sequence of	
		events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Let learners use illustrations, text and context clues to make	What have we learnt today? Ask learners to summarize the main
		predictions before, during and after reading to enhance comprehension of text.	points in the lesson
		ASSESSMENT: let learners use illustrations, text and context clues to make predictions before reading	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING Let learners mention their favourite dishes or food. • Let learner's select one food and talk about the ingredients used in its preparation, e.g. Jollof. • Let learners mention the ingredients as teacher writes them on the board. • Let them then work as individuals, choose their own special food or dish and write the ingredients. • Let learners do peer editing. ASSESSMENT: let learners	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	write simple familiar words D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?

		Have learners read level- appropriate texts describing people. • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. • Have learners write simple sentences to describe themselves, using the descriptive words identified. • Have learners write parallel sentences to describe their friends ASSESSMENT: let learners identify adjectives and use them to describe oneself and other people	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up and flip-the-page texts to learners. • Encourage them to read individually and in pairs, and provide support and encouragement ASSESSMENT: let learners read a variety of age — appropriate books and texts from print	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending	
Class	one
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B1.1.2.4.2
Performance Indicator	Learners can solve one-step word problems involving
	addition and subtraction within 20 using a variety of
	strategies
Strand	NUMBER
Sub strand	Number Operations (Addition, Subtraction,
	Multiplication and Division
Teaching/ Learning Resources	Counters

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

DAYS Monday	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Sing songs like: I'm counting one, what	PHASE 2: MAIN 40MINS (New Learning Including Assessment) . Use a variety of strategies (objects, drawings, mental	PHASE 3: REFLECTION 10MINS (Learner And Teacher) 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	strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to, putting together – and with unknowns in all positions Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?	Assessment: have learners to practice with more examples
Tuesday	Sing songs like:	Use a variety of strategies (objects, drawings, mental strategies, counting on,	Review the lesson with Learners
	I'm counting one, what is one	doubles etc.) to solve addition word problems to 20 involving adding to,	

	1 - One is one alone,alone it shall be.2 - Two pair, two paircome pair let us pair	putting together – and with unknowns in all positions Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?	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 a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?	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 a variety of strategies (objects, drawings, mental strategies, counting down, etc.) to solve subtraction word problems to 20 involving taking from, taking apart and comparing – and with unknowns in all positions. - Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left? - Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?	Review the lesson with Learners Assessment: have learners to practice with more examples

Friday	Sing songs like:	Use a variety of strategies	Review the lesson with
		(objects, drawings, mental	Learners
	I'm counting one, what	strategies, counting down,	
	is one	etc.) to solve subtraction	
	1 - One is one alone,	word problems to 20	Assessment: have
	alone it shall be.	involving taking from,	learners to practice with
	2 - Two pair, two pair	taking apart and	more examples
		comparing – and with	
		unknowns in all positions.	
		- Kojo has 15 pencils. He	
		gave 7 to Ato. How many	
		pencils are left?	
		- Kafui had 5 pencils.	
		Kwame had 3 pencils. How	
		many more pencils did	
		Kafui have than Kwame?	

Class				
Science Science curriculum Page Learning Indicator(s) Performance Indicator Learners can understand energy and give examples of its uses Strand FORCES AND ENERGY Sources AND FORMS OF ENERGY Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familliar rhymes PHASE 2: MAIN 40MINS (New Learning Including Assessment) **Learners talk about why they eat food every day ** Guide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom. **Assist learners to comeout with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familliar rhymes **Ask learners to brainstorm on what happens when a car runs short of fuel. **Summarise the** Summarise the** What have we learnt today?	Week Endir	ng		
Reference Science curriculum Page Learning Indicator(s) B1.4.1.1.1 Performance Indicator Learners can understand energy and give examples of its uses Strand FORCES AND ENERGY Sub strand SOURCES AND FORMS OF ENERGY Teaching/ Learning Resources Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes PHASE 2: MAIN 40MINS (New Learning Including Assessment) Learners talk about why they eat food every day Guide learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom. Assist learners to comeout with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Ask learners to brainstorm on what happens when a car runs short of fuel. Summarise the What have we learnt today?	Class		one	
Learning Indicator(s) B1.4.1.1.1 Performance Indicator	Subject		SCIENCE	
Performance Indicator Learners can understand energy and give examples of its uses Strand FORCES AND ENERGY Sources And Forms of Energy Pictures Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Monday Engage learners to sing songs and recite familiar rhymes PHASE 2: MAIN 40MINS (New Learning Including Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher) PHASE 3: REFLECTION 10MINS (Learner And Teacher) PHASE 3: REFLECTION 10MINS (Learner And Teacher) PHASE 3: REFLECTION 10MINS (Learner And Teacher) Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher) For Learning Including Assessment) PHASE 3: REFLECTION 10MINS (Learner And Teacher) Assessment) Ask learners to oday? Ask learners to undertake activities that involve the use of energy. E.g. clapping of hands, lighting of a candle or torch, or switching on the light in the classroom. • Assist learners to comeout with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Ask learners to brainstorm on what happens when a car runs short of fuel. • Summarise the	Reference	Reference Science curriculum Page		
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DAYS PHASE 1: STARTER 10 MiNS (Preparing The Brain For Learning) PHASE 2: MAIN 40MINS (New Learning Including Assessment) 10MINS (Learner And Teacher)	Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal
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Preparing The Brain For Learning Assessment Clearner And Teacher	DAYS			
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torch, or switching on the light in the classroom. • Assist learners to comeout with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Ask learners to brainstorm on what happens when a car runs short of fuel. • Summarise the				points of the lesson
Ilight in the classroom. Assist learners to comeout with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Ask learners to brainstorm on what happens when a car runs short of fuel. Summarise the				
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Out with the meaning of energy ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Ask learners to brainstorm on what happens when a car runs short of fuel. • Summarise the				
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ASSESSMENT: let learners explain energy and give examples of its uses Thursday Engage learners to sing songs and recite familiar rhymes Car runs short of fuel. • Summarise the				
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Thursday Engage learners to sing songs and recite familiar rhymes car runs short of fuel. Summarise the examples of its uses Ask learners to brainstorm on what happens when a car runs short of fuel.			ASSESSMENT: let learners	
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Thursday Engage learners to sing songs and recite familiar rhymes car runs short of fuel. Summarise the What have we learnt today?				
songs and recite familiar on what happens when a rhymes car runs short of fuel. • Summarise the				
rhymes car runs short of fuel. • Summarise the	Thursday	Engage learners to sing	Ask learners to brainstorm	What have we learnt
• Summarise the		songs and recite familiar	on what happens when a	today?
		rhymes	car runs short of fuel.	
learners' responses by			Summarise the	
			learners' responses by	

explaining to them that energy is what enables us to do work.	Ask learners to summarize the important points of the lesson
ASSESSMENT: let learners explain energy and give examples of its uses	

Week Ending		
Class	One	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B1 2.1.1	
Performance Indicator	Learners can recite religious passages and sing religious	
	songs	
Strand	Religious Practices and their Moral Implications	
Sub strand	Religious Worship in the Three Major Religions in	
	Ghana	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Show pictures, video clips,	What have we learnt
	songs and recite familiar	etc. of songs and	today?
	rhymes	recitations from the three	
		main religions.	Ask learners to
		 Let learners sing and 	summarize the main
		recite texts from the three	points in the lesson
		main religions: 1. The	
		Lord's Prayer, Psalm 23	
		(Christian), 2. Al- Fãtihah	
		(Islamic) and 3. any recital	
		from the traditional	
		religion-sacred myths,	
		riddle, proverbs, etc.	
		(Traditional).	
		ASSESSMENT: let learners	
		recite religious passages	
		and sing religious songs	

Week Endi	ng		
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B1.2.5.1.1	
Performan	ce Indicator	Learners can identify Ghar	naians of diverse fields who
		have contributed significan	tly to national development
		including Theodosia Okoh	(National flag). Amon Kote
		(Coat of Arms). Baba Yar	a (Football), Ephraim Amu
		(Music), Kofi Antubam (A	Art and craft), Kow Ansah
		(Film) etc.	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Identify Ghanaians of	What have we learnt
	songs and recite familiar	diverse professions who	today?
	rhymes.	have contributed	
	Which individuals have	significantly to national	Ask learners to
	contributed to Ghana's	development.	summarize the main
	development? How have	ASSESSMENT: let learners	points in the lesson
	they contributed to	identify Ghanaians of	
	Ghana's development	diverse fields who have	
		contributed significantly	
		to national development	
Thursday	Engage learners to sing	Identify Ghanaians of	What have we learnt
	songs and recite familiar	diverse professions who	today?
	rhymes	have contributed	
		significantly to national	Ask learners to
		development.	summarize the main
		ACCECCATENT. Lat La avec con	points in the lesson
		ASSESSMENT: let learners	
		identify Ghanaians of diverse fields who have	
		uiveise neius will liave	

	contributed significantly	
	to national development	

Week Endir	ng		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning In	dicator(s)	B1.2.3.2.1	
Performand	ce Indicator	Learners can Explain the similarities in jog and a rur gallop and a slide	he key differences and a, a hop and a
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub strand		SPACE AWARENESS, DYNAM MANAGEMENT AND STRAT	,
Teaching/ L	earning Resources	cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Pers Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	PHASE 2: MAIN 40MINS (New Learning Including Assessment) Demonstrate the movements (eg. hop and jump) and guide learners to identify their similarities during practical lessons as both involve take-off, landing, gaining height and distance.	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Use answers to summarise the lesson.

Week Ending		
Class	One	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B1.3.4.1. 1.	
Performance Indicator	Learners can narrate the stories of the birth of religious	
	leaders	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Being a Leader	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10 MINS (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 role play the birth of the religious leaders.	What have we learnt today?
		Project Work Learners to consult their parents and record: i. their dates of birth ii. town of birth	Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners narrate the stories of the birth of religious leaders	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the birth of the religious leaders. ASSESSMENT: let learners	What have we learnt today? Ask learners to summarize the main points in the lesson
		narrate the stories of the birth of religious leaders	points in the lesson

Week Endin	g		
Class		one	
Subject CREATIVE ARTS			
Reference		Creative Arts curriculum	
Learning Ind	licator(s)	Displaying and Sharing	
Performance	• •	Learners can perform ow	n artworks to share own
		creative experiences of p	
		reflect the natural and man	
		local community	
Strand		PERFORMING ARTS	
Sub strand		Displaying and Sharing	
Teaching/ Le	earning Resources	Pictures	
		ovation Communication and	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)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② plan to perform own	today?
	rhymes	music, dance and drama	
		to share, educate and	Ask learners to
		inform the target	summarize the main
		audience on things that	points in the lesson
		reflect the natural and	
		manmade environments	
		in the local community	
		ASSESSMENT: let learners	
		perform own artworks to	
		share own creative	
		experiences of performing	
		artworks	
Wednesday		Learners are to:	What have we learnt
	songs and recite familiar	plan to present some of	today?

the music, dance and

rhymes

drama performed in the	Ask learners to
local community	summarize the main
	points in the lesson
ASSESSMENT: let learners	
perform own artworks to	
share own creative	
experiences of performing	
artworks	

Learning In	dicator (s) (Ref. No.)	B1.3.2.1.4 Trace from a give	•
		B1.3.3.1.1 Combine strokes letters of the alphabets cor	•
Performano	ce Indicators	 The learner should trace from a given templates. The learner should combine strokes to form shapes of the letters of the alphabets correctly. 	
Week Endir	ng		
Reference		Ghanaian Language curriculum	
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 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	 Provide learners with templates with objects drawn on them. Put learners into groups and lead them to trace the objects on the templates. ASSESSMENT: let learners should trace from a given 	What have we learnt today?
		templates.	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Draw strokes on papers and give them to learners. Ask learners to combine the strokes on the papers. Let learners show their work to the class and discuss it with them. Draw the strokes on the board and call learners to 	What have we learnt today?

	combine them to form	
	letters of the alphabet.	
	ASSESSMENT: let learners	Review the lesson with
	combine strokes to form	learners
	shapes of the letters of	
	the alphabets correctly.	
Engage leaners to sing	Draw strokes on papers	What have we learnt
songs and recite	and give them to learners.	today?
familiar rhymes	 Ask learners to combine 	
	the strokes on the papers.	
	 Let learners show their 	
	work to the class and	
	discuss it with them.	
	Draw the strokes on the	
	board and call learners to	
	combine them to form	
	letters of the alphabet.	
	letters of the alphabet.	
	ASSESSMENT: let learners	
		Review the lesson with
	combine strokes to form	learners
	shapes of the letters of	icarriers
	the alphabets correctly.	

TERM TWO BASIC TWO WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC TWO

Name of School.....

Week Endi	ng			
Class		Two		
Subject		ENGLISH LANGUAGE		
Reference		English Language curricului	m Page	
Learning In	dicator(s)	B2.1.7.1.1. B2.2.7.1.3	B2.4.5.1.3 B2.5.7.1.1	
		B2.6.1.1.1		
Performan	ce Indicator	Learners can listen to and i	nteract actively with	
		drama		
		Learners can retell level-ap words	Learners can retell level-appropriate texts in own words	
		Learners can draw a picture and write at least a		
		sentence to share an opinion		
		Learners can identify prepo		
		indicate days, dates and pla		
		Learners can read a variety	<u> </u>	
		appropriate books and text		
Toaching/				
Teaching/	Learning Resources			
		handwriting on a manila ca	rd and a class library.	
Core Comp	etencies: Creativity and Inr	handwriting on a manila ca	rd and a class library. d Collaboration Personal	
Core Comp	etencies: Creativity and Inr	handwriting on a manila ca	rd and a class library. d Collaboration Personal	
Core Comp	etencies: Creativity and Inr	handwriting on a manila ca	rd and a class library. d Collaboration Personal	
Core Comp	etencies: Creativity and Inrent and Leadership Critical	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS	rd and a class library. d Collaboration Personal g.	
Core Comp	etencies: Creativity and Inrent and Leadership Critical PHASE 1: STARTER 10	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including	rd and a class library. d Collaboration Personal g. PHASE 3: REFLECTION	
Core Comp	etencies: Creativity and Inrent and Leadership Critical PHASE 1: STARTER 10 MINS	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS	d Collaboration Personal g. PHASE 3: REFLECTION 10MINS	
Core Comp	PHASE 1: STARTER 10 MINS (Preparing The Brain	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including	d Collaboration Personal g. PHASE 3: REFLECTION 10MINS	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	handwriting on a manila canovation Communication and Fhinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	handwriting on a manila canovation Communication and Thinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	handwriting on a manila canovation Communication and Thinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE After Reading – Have	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	handwriting on a manila canovation Communication and Frinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE After Reading – Have learners retell the story.	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	handwriting on a manila canovation Communication and Thinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE After Reading – Have learners retell the story. • Let learners role-play	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today? Ask learners to summarize the main	
Core Comp Developme DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite	handwriting on a manila canovation Communication and Thinking and Problem Solvin PHASE 2: MAIN 40MINS (New Learning Including Assessment) A. ORAL LANGAUGE After Reading – Have learners retell the story. • Let learners role-play the story.	PHASE 3: REFLECTION 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 Revise some previous stories told. • Have learners retell a story using simple herring-bone strategies ASSESSMENT: let learners retell level-appropriate texts in own words	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C. WRITING • Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc. • Let learners study the pictures and interpret them. • Let learners, in pairs, discuss their opinions. ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion	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 Let learners use the preposition in, on, in context. ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places	What have we learnt today? Ask learners to summarize the main points in the lesson

Friday	Engage learners to sing	E.EXTENSIVE READING	What have we learnt
	songs and recite	Use the Author's chair to	today?
	familiar rhymes	introduce the reading/	
		library time.	Ask learners to
		Have a variety of age	summarize the main
		and level-appropriate	points in the lesson
		books for learners to	
		make a choice.	
		 Introduce narratives, 	
		pop-up and flip-the-page	
		texts to learners.	
		 Introduce e-books to 	
		learners, if available.	
		For each reading	
		session, guide learners to	
		select books	
		ASSESSMENT: let learners	
		read a variety of age and	
		level-appropriate books	
		and texts from print and	
		non-print	

ndicator(s) nce Indicator	Two CREATIVE ARTS Creative Arts curriculum B2 2.3.5.2 Learners can perform own experiences that reflect the environments in other Ghand PERFORMING ARTS Displaying and Sharing	ne natural and manmade
ndicator(s) nce Indicator d Learning Resources	CREATIVE ARTS Creative Arts curriculum B2 2.3.5.2 Learners can perform own experiences that reflect the environments in other Ghair PERFORMING ARTS	ne natural and manmade
ndicator(s) nce Indicator d Learning Resources	Creative Arts curriculum B2 2.3.5.2 Learners can perform own experiences that reflect the environments in other Ghair PERFORMING ARTS	ne natural and manmade
ndicator(s) nce Indicator d Learning Resources	B2 2.3.5.2 Learners can perform own experiences that reflect the environments in other Ghair PERFORMING ARTS	ne natural and manmade
d Learning Resources	Learners can perform own experiences that reflect the environments in other Ghamper Performing ARTS	ne natural and manmade
d Learning Resources	experiences that reflect the environments in other Ghanner PERFORMING ARTS	ne natural and manmade
Learning Resources	environments in other Ghai PERFORMING ARTS	
Learning Resources	PERFORMING ARTS	naian communities
Learning Resources		
Learning Resources	Displaying and Sharing	
	Pictures	
petencies: Creativity and Inn	ovation Communication and	Collaboration Personal
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 learners to sing songs and recite familiar rhymes	Learners are to: ② perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana ASSESSMENT: let learners perform own artworks to share creative experiences	What have we learnt today? Ask learners to summarize the main points in the lesson
songs and recite familiar rhymes	Learners are to perform some of the music, dance and drama artworks of people in other communities in Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar	(New Learning Including Assessment) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Learners are to: perform own music, dance and drama to share ideas, educate and inform the target audience on things that reflect the natural and manmade environments in other parts of Ghana ASSESSMENT: let learners perform own artworks to share creative experiences Engage learners to sing songs and recite familiar rhymes Learners are to perform some of the music, dance and drama artworks of people in other communities in

	ASSESSMENT: let learners	
	perform own artworks to	
	share creative experiences	

Week Ending		
Class	Two	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B2.2.1.1.1	
Performance Indicator	Learners can demonstrate an understanding of	
	increasing and decreasing number patterns	
Strand	ALGEBRA	
Sub strand	Patterns and Relationships	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8, the rule is "add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	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	Identify the pattern rule used to create a pattern that increases or decreases by 2, 5 or 10. (i.e. in the pattern 2, 4, 6, 8, the rule is "add 2 or jump by 2) and extend the pattern for the next 2 or 3 terms.	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like:	Identify errors or omissions in increasing or decreasing patterns (e.g.	Review the lesson with Learners

	I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	5, 10, 20, 25, 30) and explain the reasoning and strategy used to identify the pattern	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.	Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30) and explain the reasoning and strategy used to identify the pattern	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	Identify errors or omissions in increasing or decreasing patterns (e.g. 5, 10, 20, 25, 30) and explain the reasoning and strategy used to identify the pattern	Review the lesson with Learners Assessment: have learners to practice with more examples

Week Endi	ng		
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B2.4.2.1.1	
Performan	ce Indicator	Learners can recognise the	importance of safety whe
		using electricity	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONICS	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication and	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)		
Monday	Engage learners to sing	Teacher reinforces	What have we learnt
	songs and recite familiar	learners' ideas by	today?
	rhymes	mentioning the safety	
		ways of using electricity.	Ask learners to
		• Learners to know basic	summarize the importar
		safety tips on electricity	points of the lesson
		such as wearing of	
		insulator (plastic/or any	
		other material) shoes and	
		slippers, making sure	
		suppers, making sure	
		hands are dry etc.,	
		hands are dry etc.,	
		hands are dry etc., plugging sockets with the	
		hands are dry etc., plugging sockets with the aid of insulating materials	
		hands are dry etc., plugging sockets with the	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals ASSESSMENT: let learners	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals ASSESSMENT: let learners identify the importance of	
		hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals ASSESSMENT: let learners	

	Γ		
Thursday	Engage learners to sing	Enquire from learners why	What have we learnt
	songs and recite familiar	electrical gadgets are	today?
	rhymes	covered with plastics and	
		wooden materials	Ask learners to
			summarize the important
			points of the lesson
		ASSESSMENT: let learners	
		mention the importance	
		of safety when using	
		electricity	

Week End	ding			
Class		Two		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference		RME curriculum Page		
Learning	Indicator(s)	B2. 3.1.1.1:		
Performance Indicator		Learners can narrate the story of the early life of th		
		religious leaders in the three religions in Ghana		
Strand		Religious Leaders		
Sub strand		Early Life of the Leaders of the three Major Religions		
Teaching/ Learning Resources		Pictures		
Core Com	petencies: Creativity and Inr	novation Communication and	d Collaboration Personal	
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Engage learners to sing	Let learners mention the	What have we learnt	
	songs and recite familiar	names of the religious	today?	
	rhymes	leaders: Jesus Christ, the		
		Holy Prophet	Ask learners to	
		(SallahuAlaihiWasallam-	summarize the main	
		S.A.W (Peace be upon	points in the lesson	
		Him)) OkomfoAnokye,		
		TohaZie, EgyaAhor, etc.		
		Discuss with learners the		
		early lives of these		
		religious leaders.		
		- The Lord Jesus Christ;		
		- The Holy Prophet		
		Muhammad (SAW),		
		- A Traditional Leader.		
		ASSESSMENT: let learners		
		narrate the story of the		
		early life of the religious		
		leaders in the three		
		religions in Ghana		

Week Ending				
Class	Two			
Subject	HISTORY			
Reference	History curriculum Page			
Learning Indicator(s)	B2.2.5.1.1			
Performance Indicator	Learners can identify Ghanaian women who have			
	made significant contributions to national			
	development			
Strand	My Country Ghana			
Sub strand	Some Selected Individuals			
Teaching/ Learning Resources	Pictures			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal				
Development and Leadership Critical Thinking and Problem Solving.				

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DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes Which Ghanaian women contributed to national development?	Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national	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	development Name some outstanding women in the history of Ghana. 2. Match these women with their achievements in Ghana ASSESSMENT: let learners identify Ghanaian women who have made significant contributions to national development	What have we learnt today? Ask learners to summarize the main points in the lesson

Week End	ling		
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference	1	PE curriculum Page	
Learning I	ndicator(s)	B2.2.3.2.1:	
Performar	nce Indicator	Learners can compare the l	oody parts
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stranc	b	SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inn	ovation Communication and Collaboration Personal	
Developm	ent 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	Learners identify that	What have we learnt
	demarcated area in files	apart from deformity all	today?
	while singing and	body parts are almost the	
	clapping to warm-up the	same. Learners compare	Use answers to
	body for maximal	right hand with the left	summarise the lesson.
	performance and to	hand, etc	
	prevent injuries		

Week Endir	ng		
Class		Two	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning In	dicator(s)	B2.3.4.1. 1.	
Performand	ce Indicator	Learners can narrate the st	tory of the early life of the
		religious leaders in the three religions in Ghana	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
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	Learners mention the	What have we learnt
	songs and recite familiar	names of the religious	today?
	rhymes	leaders: Jesus Christ, the	
		Holy Prophet (Sallahu Alaihi Wasallam- S.A.W.	Ask learners to
		(Peace be upon him),	summarize the main
		Okomfo Anokye, Toha Zie,	points in the lesson
		Egya Ahor, etc.	
		Learners talk about the	
		early lives of these	
		religious leaders.	
		• The Lord Jesus Christ;	
		The Holy Prophet	
		Muhammad S.A.W.	
		A Traditional Leader	
		ACCECCMENT, lot loarnors	
		ASSESSMENT: let learners narrate the story of the	
		early life of the religious	
		leaders in the three	
		religions in Ghana	
Thursday	Engage learners to sing	Let learners role play	What have we learnt
	songs and recite familiar	some important aspects of	today?
	rhymes	the early life of a religious	
		leader	Ask learners to
			summarize the main
			points in the lesson

	ASSESSMENT: let learners	
	narrate the story of the	
	early life of the religious	
	leaders in the three	
	religions in Ghana	

Learning Indicator (s) (Ref. No.)	B2.3.3.1.1 Write and practise saying letters they have	
	difficulty with.	

Performance Indicators		The learner should write and practise saying letters they have difficulty with.	
Week Endir	 ng	they have difficulty with.	
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
		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 songs and recite familiar rhymes	 Write the letters of the alphabet and simple words on the board. Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. Let learners keep practicing those they have difficulty with. ASSESSMENT: let learners write and practise saying letters they have difficulty with. 	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Write the letters of the alphabet and simple words on the board. Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other. Let learners keep practicing those they have difficulty with. 	What have we learnt today?

		_
	ASSESSMENT: let learners	Review the lesson with
	write and practise saying	learners
	letters they have difficulty	
	with.	
Engage leaners to sing	Write the letters of the	What have we learnt
songs and recite	alphabet and simple	today?
familiar rhymes	words on the board.	
	• Lead learners to say the	
	words and the letters of	
	the alphabet and call	
	learners to say them one	
	after the other.	
	• Let learners keep	
	practicing those they have	
	difficulty with.	
	,	
	ASSESSMENT: let learners	
	write and practise saying	
	letters they have difficulty	
	with.	Review the lesson with
	***************************************	learners

TERM TWO BASIC THREE WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC THREE

Name of School.....

Week Endin	g		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Pa	age
Learning Inc	licator(s)	B3.1.6.2.4. B3.2.6.1.4 B3.4.9	0.3.1 B3.5.5.1.1.
		B3.6.1.1.1	
Performanc	e Indicator	A. Learners can expre	ss a greater variety of
		communicative meani	ng (e.g. apologising,
		agreeing or disagreeing)	
		B. Learners can use dicti	onaries, glossaries and
		internet to clarify word r	neanings
		C. Learners can review and	d revise the draft, adding
		to or taking out ideas	
		D. Learners can identify ar	•
		sentences to describe he	• • • • •
		E. Learners can read a v	
T		appropriate books and summarise them Word cards, sentence cards, letter cards, handwriting	
reaching/ L	earning Resources	·	•
Coro Compo	stanciacy Craativity and I	on a manila card and a class libr nnovation Communication and C	•
-	•	al Thinking and Problem Solving.	Collaboration Personal
Developine	The and Leadership Chica	ar minking 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	

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

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

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

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

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

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

Week Endi	ing		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B3.4.1.1.1	
Performan	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/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	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)		
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 importan
		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	

the earth

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 cur	riculum Page
Learning I	ndicator(s)	B3.3.3.1. 1	
Performar	nce Indicator	Learners can describe ways	s of claiming one's rights
Strand		OUR BELIEFS AND VALUES	
Sub stranc	I	Basic Human Rights	
Teaching/	Learning Resources	Pictures	
Developm	ent and Leadership Critical	novation Communication an 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)
T	For Learning)	1	M/h a l h a a a a l a a a l
Tuesday	Engage learners to sing	In small groups, learners	What have we learnt
	songs and recite familiar	talk about how to claim	today?
	rhymes	their rights. The individual	
		can claim his/her rights	Ask learners to
		through: joining civic	summarize the main
		clubs, reporting to Social	points in the lesson
		Welfare, reporting to the	
		law courts, reporting to	
		CHRAJ, reporting to the	
		police, embarking on	
		lawful public	
		demonstrations, using	
		negotiation, reporting to	
		relevant institutions, e.g.	
		FIDA	
		ASSESSMENT: let learners	
		describe ways of claiming	
		one's rights	
Thursday	Engage learners to sing	Learners share	What have we learnt
	songs and recite familiar	experiences of cases they	today?
	_		
	rhymes	have experienced or seen	

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being handled by any of

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

Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning I	ndicator(s)	B3.2.4.1.1	
Performar	nce 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 stranc	d	Major Historical Locations	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvii	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Explain 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
			Po
		ASSESSMENT: let learners	

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explain some of the uses

	to which these forts and castles have been put since they were built	

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

Week Ending		
Class	Three	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B3 2.2.1.2:	
Performance Indicator	Learners can demonstrate the importance of religiou	
	festivals	
Strand	Religious Practices and their Moral Implications	
Sub strand	Festivals in the Three Major Religions	
Teaching/ Learning Resources	Pictures	

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

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

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points in the lesson

	ASSESSMENT: let learners perform own artworks to share creative experiences	
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Learning Indicator (s) (Ref. No.)		B3.3.3.2.1 Say and label ite	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 Endi	ing		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	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	1
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	
Engage leaners	to sing	Mention some items	What have we learnt
songs and recite	J	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	
		Environment	

TERM TWO BASIC FOUR WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC FOUR

Name of School.....

Week Endi	ng		
Class	-	Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.7.1.5 B4.2.7.1.2. B4.3.5.1.3.	
		B4.4.10.1.1 B4.5.5.1.2 B4.6.1.1.1.	
Performance Indicator		A. Learners can identify the main idea/gist and details of texts	
		B. Learners can note and recall main ideas in a sequence	
		C. Learners can use the simple present form o verbs in sentences	
	Learning Resources	D. Learners can write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion. E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences F. Learners can read a variety of age- and level appropriate books and present a-two paragraph summary of each book read Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
_		novation Communication and Collaboration Personal	
Developme	ent and Leadership Critical I	Thinking and Problem Solving.	
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)	(Learner And Teacher)	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE What have we learnt today?	

		Have learners read short	Ask learners to
		stories, newspaper	summarize the main
		cuttings.	points in the lesson
		 Guide them with 	
		examples to give the gist	
		and details of the texts.	
		 Guide learners to 	
		identify the various text	
		contents as they retell and	
		discuss texts read.	
		 Assist learners to 	
		identify themes from the	
		various texts read or	
		discussed. e.g. love,	
		greed, honesty, hard	
		work, etc.	
		 Have them share facts 	
		from the story with their	
		peers.	
		ASSESSMENT: let learners	
		identify the main idea/gist	
		and details of texts	
Tuesday	Engage learners to sing	B.READING	What have we learnt
,	songs and recite familiar	Using the SQ3R strategy,	today?
	rhymes	learners recall main ideas.	
		Learners:	Ask learners to
			summarize the main
		S – Survey the text–	points in the lesson
		(learners skim, by going through the chapter,	
		noting heading/sub-	
		heading and other	
		understanding features.	
		Q – Question – Generate	
		questions about the	
		content of the text.	
		3R	
		Read – Read for more	
		information.	

		Recite – Retrieve information from meaning. Review – Go over the main ideas in the text using your own words ASSESSMENT: let learners mention main ideas in a sequence	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements). Create situations for learners to use verbs to express habitual actions. e.g. Tell the class what you do every morning. Provide ample practice using language drills. ASSESSMENT: let learners use the simple present form of verbs in sentences	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 Guide them with examples to write from the first person point of view to start with and later change the same story to read from the third person point of view. • Learners edit their work first in their groups, then across groups. Let learners then publish their stories on the class notice board so each group can read another's story	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	ASSESSMENT: let learners write about real or imagined experiences or events following story structure (beginning, middle and ending), using appropriate nouns or pronouns within and across sentences to aid cohesion. E.WRITING CONVENTION Two pairs put their work together and do a comparison. Let them share their work with other groups. ASSESSMENT: let learners differentiate between how the comparative and superlative adjective forms are used in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback	Have learners to tell what they read to the whole class

	ASSESSMENT: let learners	
	read a variety of age- and	
	level appropriate books	
	and present a-two-	
	paragraph summary of	
	each book read	

Week Ending				
Class	Four			
Subject	MATHEMATICS			
Reference	Mathematics curriculum Page			
Learning Indicator(s)	B4.1.5.1.1 B4.1.5.1.2			
Performance Indicator	Learners can Model or recognise percent (as a fraction			
	related to hundredths) using concrete models, pictorial			
	representations and number line.			
	Learners can Compare and order a mixture of common,			
	decimal and percent fractions (up to hundredths)			
Strand	Number			
Sub strand	Number Operations			
Teaching/ Learning Resources Counters				

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION	
	MINS	Assessment)	10MINS	
	(Preparing The Brain	,	(Learner And	
	For Learning)		Teacher)	
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use several pictorial representations or number line to introduce tenths and hundredths and ask pupils to identify the fractions (i.e. A, B, C, D, & E).	Review the lesson with Learners Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Use long division method to convert and write fractions as decimals in the number chart.	Review the lesson with Learners	

If you find this file helpful for your work, kindly donate to the MTN no. 0245350591 (Nana Fiifi Acquah) to support the team

						According to the least
						Assessment: have
					learners to practice	
						with more examples
Wednesday	Sing songs like:	Give pupils several common fractions (including improper			Review the lesson	
			•		•	with Learners
	I'm counting one,		,	convert in and write t		
	what is one	_		es or use l	_	
	1 - One is one alone,			3/4= 75/	•	Assessment: have
	alone it shall be.	75%	_	, ,		learners to practice
	2 - Two pair, two	(3	0.75 4)3.00			with more examples
	pair come pair let us	(4"	4)3.00			'
	pair					
	3 - Turn around					
	4 - Follow me			2		
	5 - Fire		Fractio	Decimal		
	J THC		n	Places	Percent	
		Α	$\frac{1}{10}$	0.10	10%	
			43			
		В	100	0.43	43%	
		С		0.50		
		D		0.35		
		Ε				
		F				
		L	:			
Thursday	Cinn annualitae	т				Daview the lease
Thursday	Sing songs like:		•	nd order a		Review the lesson
				ecimal and	•	with Learners
	I'm counting one,		•	ress them i		
	what is one		•	er commoi	•	
	1 - One is one alone,		•	rcent); e.g.		Assessment: have
	alone it shall be.	4/5	0.78 and	85% (i) we	e can	learners to practice
	2 - Two pair, two	expr	ess all as	decimals –	→ 4/ 5 =	with more examples
	pair come pair let us	80/ 100; 0.78 78 /100 and 85%				
	pair	85 /100, hence the order from				
	3 - Turn around	least to the largest is 0.78, 4/5				
	4 - Follow me	and 85%; (ii) we can also express				
	5 - Fire	all as percentages $\rightarrow 4/5 = 80$				
		/100 = 80%, 0.78 79 /100 = 79%,				
		and 85/100 = 85%, hence the order from least to the largest is				
			, 4/5 and		a. 8030 13	
		0.70	, ¬/J aiil	A 03/0		

Friday	Sing songs like:	To compare and order a mixture	Review the lesson
		of common, decimal and percent	with Learners
	I'm counting one,	fractions you can locate the	
	what is one	fractions on the number and	
	1 - One is one alone,	order them.	Assessment: have
	alone it shall be.	Order $A = \frac{4}{5}$ $B = 0.78$ $C = 85\%$	learners to practice
		$ \begin{array}{cccccccccccccccccccccccccccccccccccc$	with more examples

Week Ending		
Class	Four	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B4.4.1.1.1	
Performance Indicator	Learners can identify the effect of heat on the change	
	of state of substances	
Strand	FORCES AND ENERGY	
Sub strand	SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	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	Guide learners through simple activities to identify effects of heat on substances • Learners demonstrate evaporation by boiling water and discuss their experiences. Note: Let learners measure the quantity of the water before and after boiling to show the effect of heat on water ASSESSMENT: let learners identify the effect of heat on the change of state of	What have we learnt today? Ask learners to summarize the important points of the lesson
		identify the effect of heat	

Thursday	Engage learners to sing	Elaborate on learners'	What have we learnt
	songs and recite familiar	ideas to explain how the	today?
	rhymes	escaping vapour can be	
		changed into water	Ask learners to
		(through the loss of heat).	summarize the important
			points of the lesson
		ASSESSMENT: let learners	
		identify the effect of heat	
		on the change of state of	
		substances	

Week Ending		
Class	Four	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B4.3.2.1.1.	
Performance Indicator	Learners can identify celebrations, positive cultural	
	practices and traditions of different cultures in Ghana.	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Festivals	
Teaching/ Learning Resources	Pictures	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners create stories,	What have we learnt
	songs and recite familiar	songs, poems, that teach	today?
	rhymes	them about the	
		importance of	Ask learners to
		celebrations and traditions	summarize the main
		different cultures of	points in the lesson
		where they come from.	
		e.g. Christmas teach us	
		about the birth of Christ.	
		Ohum festival teach us	
		about the time for	
		harvesting yam. Some	
		celebrations remind us	
		where our ancestors came	
		from: Hogbetsotso.	
		ASSESSMENT: let learners	
		identify celebrations,	

		nositivo sultural practicas	
		positive cultural practices	
		and traditions of different	
		cultures in Ghana	
Thursday	Engage learners to sing	Learners prepare	What have we learnt
	songs and recite familiar	traditional foods such as	today?
	rhymes	kenkey and fried fish,	
		banku and okro stew, fufu	Ask learners to
		and palm soup, tuo-zafi or	summarize the main
		sew traditional clothing	points in the lesson
		for celebration for display	
		or reflect and write about	
		traditions their parents	
		have passed down to	
		them.	
		ASSESSMENT: let learners	
		identify celebrations,	
		•	
		positive cultural practices	
		and traditions of different	
		cultures in Ghana	

Week En	ding		
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning	Indicator(s)	B4.3.1.1.1	
		Learners can describe the co	all of the religious leaders
Strand		Religious Leaders	
Sub stran	d	The Call of the Leaders of th	ne Three Major Religions
Teaching,	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Inc	novation Communication and	d Collaboration Personal
Develop	nent and Leadership Critical	Thinking and Problem Solvin	g
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Invite a resource person to	What have we learnt
	songs and recite familiar	talk about the call of each	today?
	rhymes	religious personality.	
		Guide learners to discuss	Ask learners to
		Carac rearriers to anscass	7 1011 100111010 10
		what they have heard	summarize the main
		what they have heard	summarize the main
		what they have heard about the religious	summarize the main
		what they have heard about the religious	summarize the main
		what they have heard about the religious	summarize the main
		what they have heard about the religious personalities	summarize the main
		what they have heard about the religious personalities ASSESSMENT: let learners	summarize the main

Week Endin	 Ig		
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.3.3.1.1	
Performance Indicator		Learners can describe European missionary activities i	
		Ghana	ocan missionary activities
Strand		Europeans in Ghana	
Sub strand		Missionary Activities	
	earning Resources	Pictures	
		novation Communication an	d Collaboration Personal
-		Thinking and Problem Solvin	
			.6.
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	Discuss Christianity and	What have we learnt
	songs and recite familiar	formal education as some	today?
	rhymes	of the major impacts of	
		European presence in Ghana.	Ask learners to
			summarize the main
			points in the lesson
		ASSESSMENT: let learners	
		describe European	
		missionary activities in	
	<u>'</u>	Ghana	
Thursday	Engage learners to sing	Show and discuss	What have we learnt
Thursday	Engage learners to sing songs and recite familiar	Show and discuss video/documentary of	What have we learnt today?
Thursday		video/documentary of European activities in	
Thursday	songs and recite familiar	video/documentary of	
Thursday	songs and recite familiar	video/documentary of European activities in	today?
Thursday	songs and recite familiar	video/documentary of European activities in Ghana	today? Ask learners to
Thursday	songs and recite familiar	video/documentary of European activities in Ghana ASSESSMENT: let learners	today? Ask learners to summarize the main
Thursday	songs and recite familiar	video/documentary of European activities in Ghana	today? Ask learners to summarize the main

ClassfourSubjectCREATIVE ARTSReferenceCreative Arts curriculumLearning Indicator(s)B4 2.4.6.2Performance IndicatorLearners can develop guidelines for appraising and
Reference Creative Arts curriculum Learning Indicator(s) B4 2.4.6.2 Performance Indicator Learners can develop guidelines for appraising and
Learning Indicator(s)B4 2.4.6.2Performance IndicatorLearners can develop guidelines for appraising and
Performance Indicator Learners can develop guidelines for appraising and
appreciating own and others' performing artworks that reflect the natural and manmade environments of some communities in Ghana
Strand Performing Arts
Sub strand Appreciating and Appraising
Teaching/ Learning Resources Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guidelines suggested	What have we learnt today? Ask learners to summarize the main points in the lesson
		ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and	What have we learnt today? Ask learners to summarize the main points in the lesson

performances on the guidelines suggested	
ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	

Week End	ling		
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference	2	PE curriculum Page	
Learning Indicator(s)		B4.2.5.2.1	
Performa	nce Indicator	Learners can identify the diffe	rence between dribbling a ball
		(with the hand and the foot, separately) while moving	
		forward and when changing d	irection.
Strand		MOVEMENT CONCEPTS, PRIN	CIPLES AND STRATEGIES
Sub stran	d	SPACE AWARENESS, DYNAMIC	CS, RELATIONS, BODY
		MANAGEMENT AND STRATEG	IES
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Innov	ation Communication and Colla	aboration Personal
Developm	nent and Leadership Critical Thi	nking 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	Dribbling is the act of	What have we learnt
	demarcated area in files	keeping the ball under the	today?
	while singing and clapping	control of the player with	
	to warm-up the body for	the foot. In dribbling without	Use answers to summarise
	maximal performance and	an opponent, the player with	the lesson.
	to prevent injuries	the ball is under no pressure	
		and at liberty to do whatever	
		they want to do with the ball	
		within the rules of the game.	
		When dribbling with an	
		opponent, the player with	
		the ball is being contested	
		for the ball and as a result	
		has to consider the	
		movements and actions of	
		the opponent as well as keep	
		the ball under control away	
		from the opponent.	
		Í	i e

Week Endin	g			
Class		four		
Subject		COMPUTING		
Reference		Computing curriculum Page		
Learning Indicator(s)		B4.1.3.2.1.		
Performance Indicator		Learners can identify the steps and issues involved i		
		data collection		
Strand		WORD PROCESSING		
Sub strand		INTRODUCTION TO MS-WIN	NDOWS INTERFACE	
Teaching/ Le	earning Resources	Laptop		
Core Compe	tencies: Creativity and Inn	ovation Communication and	Collaboration Personal	
Developmen	nt and Leadership Critical T	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)			
	Engage learners to sing	Guide learners to explore:	What have we learnt	
Wednesday	songs and recite familiar	I. the steps and issues	today?	
	rhymes	involved in collection of		
		data,	Ask learners to	
		a) identify the reason(s)	summarize the main	
	1		points in the lesson	
		for collecting data,	points in the resson	
		b) select from the list of	points in the ressen	
		_	points in the lessen	
		b) select from the list of		
		b) select from the list of reasons for collecting the		
		b) select from the list of reasons for collecting the data and set goals,		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the data.		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the data. II. the issues involved in		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the data. II. the issues involved in collection of data:		
		b) select from the list of reasons for collecting the data and set goals, c) plan an approach and methods to collecting data and d. collect the data and interpret the data. II. the issues involved in collection of data: a) Unavailability of data		

	ASSESSMENT: let learners	
	identify the steps and	
	issues involved in data	
	collection	

Learning Inc	dicator (s) (Ref. No.)	B4.4.6.1.2 Write picture eve	ents
Learning in	dicator (5) (Ner. 140.)	B4.4.6.1.3 Edit your writing	
		B4.4.7.1.1 Comprehend the process in writing poems,	
		prose, and plays	
Portormano	o Indicators	• • •	should write picture
Performance Indicators		events	silould write picture
			should edit your writing
			should comprehend the
			pems, prose, and plays
			,, , , ,
Week Endin	g		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	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	 Let learners mention 	What have we learnt
	songs and recite	some things in the	today?
	familiar rhymes	classroom.	
		• Let learners cut out	
		pictures from magazines.	
		• Let them create a	
		picture book.	
		With their own picture	
		book, help learners to	
		write picture events.	
		ASSESSMENT: let learners	
		write picture events	Review the lesson with
		'	learners
	Engage leaners to sing	Give learners a topic.	What have we learnt
	songs and recite	• Let learners write their	today?
	familiar rhymes	own passage on the topic.	
		• Let learners do peer	
		editing of their own	
		writings.	

Engage leaners to songs and recite familiar rhymes	sing	ASSESSMENT: let learners edit a draft Let learners sing a song they know. Discuss with learners some features of plays, prose and poems. Through discussion, encourage learners to comprehend the process in writing poems, prose and plays.	Review the lesson with learners What have we learnt today?
		ASSESSMENT: let learners identify the process in writing poems, prose, and plays	Review the lesson with learners

TERM TWO BASIC FIVE WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC FIVE

Name of School.....

Week Endin	g		
Class	Class Five		
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		5.1.7.1.4. B5.2.7.1.4. E	35.3.3.1.1 B5.4.10.1.1
		5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		A. Learners can use b	ackground knowledge to
		understand and bu	ild new knowledge while
		listening to drama	
		B. Learners can rea	d level-appropriate texts
		silently and closely for	or comprehension
		C. Learners can iden	tify and use Possessive
		pronouns to show p	ossession, e.g. mine, ours
		etc	
		D. Learners can create settings, characters and a	
		least one plot in	a narrative text, using
		appropriate linking words within and across	
		paragraphs to aid cohesion, and using simple	
		literary devices, e.g. direct speech	
		E. Learners can use past perfect in speech and in writing	
		F. Learners can read a variety of age- and level	
		appropriate books and present at least a-	
		three-paragraph sun	nmary of each book read
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
Core Compe	etencies: Creativity and Inn	ation Communication and	Collaboration Personal
Developme	nt and Leadership Critical 1	nking and Problem Solving	ζ.
DAYS	PHASE 1: STARTER 10	HASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	New Learning Including	10MINS
	(Preparing The Brain	ssessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	ave learners listen to a	What have we learnt
	songs and recite familiar	rama.	today?
	rhymes	Learners in groups	
		lentify, discuss and relate	

		the plot of the drama to a familiar text. • Have learners listen to the drama a second time. ASSESSMENT: In groups, learners share what they have learnt in the text.	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise the Before Reading, During Reading and After Reading strategies introduced to learners. • Provide appropriate texts and ensure that the strategies are used. ASSESSMENT: let learners read level-appropriate texts silently and closely for comprehension	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.GRAMMAR Introduce possessive pronouns with examples in sentences. • Discuss the possessive pronouns with learners. • Provide a passage and group learners to identify, possessive pronouns and use the pronouns identified in sentences. ASSESSMENT: let learners identify and use Possessive pronouns to show possession, e.g. mine, ours etc	What have we learnt today? Ask learners to summarize the main points in the lesson

- ·	T	D MIDITING	NATI I I
Thursday	Engage learners to sing	D.WRITING	What have we learnt
	songs and recite familiar	Revise the stages of the	today?
	rhymes	writing process with	
		learners. E.g.	Ask learners to
		prewriting, writing,	summarize the main
		revising, editing and	points in the lesson
		publishing.	
		Guide learners through	
		the process to write about	
		real or imagined	
		experiences or events.	
		E.g. personal narrative	
		Writing stage	
		Learners then revise	
		their first draft by	
		ensuring the writing has a	
		beginning, middle and	
		ending.	
		Learners should ensure	
		they have used descriptive	
		words. They have written	
		about what they saw,	
		heard, smelled, tasted and	
		touched.	
		Revising: checklist for	
		narrative writing	
		i. Does my essay have	
		beginning, middle and	
		ending?	
		ii. Have I used descriptive	
		words?	
		iii. Are my ideas/events	
		arranged in the order in	
		which they occurred? iv.	
		Does my narrative sound	
		natural?	
		v. Do I express how I feel	
		about what happened?	
		Editing	
		Have learners use the	
		checklist above to edit	
		their first draft for the	
		conventions of	
		punctuation,	
		capitalisation, spelling and	
		grammar.	
		Publish	

		Have learners share	
		their work with peers.	
		The state of the s	
		Discuss personal	
		narrative with learners	
		ASSESSMENT: let learners	
		create settings, characters	
		and at least one plot in a	
		narrative text	
	Engage learners to sing	E.WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Discuss the narration and	
		have learners identify	Ask learners to
		sentences that are in the	summarize the main
		simple past and those in	points in the lesson
		the past perfect.	
		• Put learners in groups to	
		write their own narratives	
		on a given topic making	
		use of both simple past	
		and past perfect	
		sentences.	
		Have groups share their	
		work with the class	
		ASSESSMENT: let learners	
		use past perfect in speech	
		·	
		and in writing	
	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Have learners read	what they read to the
	during the library period	independently books of	whole class
	during the library period		WHOLE Class
		their choice during the	
		library period.	
		Learners think-pair-	
		share their stories with	
		peers.	
		 Ask each learner to 	
		write a-two-three	
		paragraph summary of the book read.	
1			

Invite individuals to present their work to class for feedback	
ASSESSMENT: let lead read a variety of agelevel appropriate boo and present at least three-paragraph sum of each book read	and oks a-

Week Endi	ng			
Class		Five		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Page		
Learning Indicator(s)		B5.2.1.1.2 B5.2.1.1.3		
Performance Indicator		Learners can describe, orally or in writing, a given pattern,		
		using mathematical language, such a		
		five more, and one more than or less than twice, etc.		
		Learners can predict subsequent elements in a given		
		pattern		
Strand		2. ALGEBRA		
Sub strand		1: Patterns and Relationships		
Teaching/ I	Learning Resources	Counters		
Core Comp	etencies: Creativity a	nd Innovation Communication and Col	laboration Personal	
Developme	ent and Leadership Cri	itical Thinking and Problem Solving.		
<u> </u>	•			
DAYS	PHASE 1:	PHASE 2: MAIN 40MINS	PHASE 3:	
	STARTER 10	(New Learning Including	REFLECTION	
	MINS	Assessment)	10MINS	
	(Preparing The	·	(Learner And	
	Brain		Teacher)	
	For Learning)			
Monday	Sing songs like:	Lines are drawn to intersect two	Review the lesson	
		lines in each diagram and the	with Learners	
	I'm counting one,	number of points of intersection are		
	what is one	counted to form a sequence. Ask		
	1 - One is one	learners to tabulate your results for	Assessment: have	
	alone, alone it	the next four terms in the sequence	learners to practic	
	shall be.	and complete the table Find the rule	with more	
	2 - Two pair, two	for lines	examples	
	pair come pair let	* * * *		
	us pair			
	- ·		i	
	3 - Turn around	Number of 1 2 3 4 5		
	4 - Follow me	lines		
	4 - Follow me	lines		
	4 - Follow me	lines Intersections 1 2 Guide learners to describe the relationship as "intersection is one		
	4 - Follow me	Intersections 1 2 Guide learners to describe the		
	4 - Follow me	lines Intersections 1 2 Guide learners to describe the relationship as "intersection is one		

being made using square tiles of size I'm counting one, what is one 1 - One is one alone, alone it shall be	-
what is one 1 - One is one alone, alone it joints made by the tiles if one, two,	-
1 - One is one alone, alone it joints made by the tiles if one, two,	
alone, alone it joints made by the tiles if one, two,	
shall be	ictice
shall be	
shall be. three, four examples	
2 - Two pair, two Number of 1 2 3 4 5	
pair come pair let joints	
Intersections 0 1	
Wednesday Sing songs like: Ask students to respond to find the	
next two terms in a pattern and	
I'm counting one, state the rule for the pattern What are the next two terms and what is the pattern?	
what is one 2, 4, 6, 8, 10, 12,,	
1 - One is one Two must be ADDED to the previous TERM 3, 6, 9, 12, 15, 18, Assessment: h	
alone, alone it Three must be ADDE 10 to the previous TERM Act to a way a set a constraint and the add to the act to a set and the ac	ctice
shall be. Ask learners to complete the table with more	
2 - Two pair, two below for the number of match examples	
pair come pair let sticks used in this geometric pattern.	
us pair Guide learners to describe the	
3 - Turn around relationship	
4 - Follow me	
5 - Fire	
Thursdays Sing songs like: Ask students to respond to find the next Review the les	son
two terms in a pattern and state the rule for the pattern with Learners	
I'm counting one, Number of 1 2 3 4 5	
what is one triangles Assessment: h	ave
1 - One is one Number of 1 2 learners to pra	ctice
alone, alone it match sticks with more	
shall be. examples	
Friday Sing songs like: Ask students to respond to find the next two terms in a pattern and state the rule for two terms in a pattern.	son
the pattern with Learners	
I'm counting one, Number of 1 2 3 4 5	
what is one triangles	
1 - One is one Number of 1 2 Assessment: h	ave
alone, alone it match sticks learners to pra	ctice
shall be. with more	
examples	

ng		
	Five	
	SCIENCE	
	Science curriculum Page	
dicator(s)	B5.4.1.1.1	
ce Indicator	Learners can explain how energy is transformed fron	
	one form to another	
	4: FORCES AND ENERGY	
	1: SOURCES AND FORMS OF	FENERGY
Learning Resources	Pictures	
etencies: Creativity and Inr	novation Communication and	d Collaboration Personal
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 learners to sing	Explore learners' previous	What have we learnt
songs and recite familiar	knowledge on the forms	today?
rhymes	of energy (e.g. Electrical,	
	heat, light, sound).	
	Use some common	Ask learners to
	devices (e.g. torch, radio,	summarize the importar
	television, etc.) to	points of the lesson
	demonstrate	
	demonstrate transformation of energy.	
	transformation of energy.	
	transformation of energy. • Learners discuss energy	
	transformation of energy. • Learners discuss energy transformations that take	
	transformation of energy. • Learners discuss energy transformations that take place in the school, e.g.	
	transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of	
	transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming,	
	transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc. ASSESSMENT: let learners	
	transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc.	
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Five SCIENCE Science curriculum Page B5.4.1.1.1 Learners can explain how e one form to another 4: FORCES AND ENERGY 1: SOURCES AND FORMS OF Pictures Petencies: Creativity and Innovation Communication and ent and Leadership Critical Thinking and Problem Solvin PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes PHASE 2: MAIN 40MINS (New Learning Including Assessment) Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). • Use some common devices (e.g. torch, radio,

Thursday	Engage learners to sing	• In groups, learner's	What have we learnt
	songs and recite familiar	identity other forms of	today?
	rhymes	energy transformations in	
		the school community and	Ask learners to
		present their findings for	summarize the important
		discussion in the class.	points of the lesson
		 Learners design a flow 	
		chart to explain how	
		energy from the sun is	
		transformed into energy	
		for walking.	
		ASSESSMENT: let learners	
		explain how energy is	
		transformed from one	
		form to another	

Week End	ing		
Class		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.3.4.1.1	
Performance Indicator		Learners can describe the key events in the Ministry of	
		the leaders of the three rel	igions
Strand		3: OUR BELIEFS AND VALUE	ES .
Sub stran	d	Being a Leader	
Teaching/	Learning Resources	Pictures	
Developm	ent and Leadership Critical	Thinking and Problem Solvi	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAIS	THASE I. STARTER 10	THASE 2. WAIN 401/11/1/5	FIIASE S. KEI EECTION
	MINS	(New Learning Including	10MINS
	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)
	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
Tuesday	(Preparing The Brain	`	
Tuesday	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Tuesday	(Preparing The Brain For Learning) Engage learners to sing	Assessment) Learners describe the key	(Learner And Teacher) What have we learnt
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with	(Learner And Teacher) What have we learnt
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders	(Learner And Teacher) What have we learnt today?
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders of the three main	(Learner And Teacher) What have we learnt today? Ask learners to
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ—Baptism,	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ—Baptism, temptation, call of the	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main
Tuesday	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Assessment) Learners describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ—Baptism, temptation, call of the disciples, teaching, etc. ii.	(Learner And Teacher) What have we learnt today? Ask learners to summarize the main

Makkah etc. iii. Traditional Leader–

training, teaching, etc. In groups, learners role-play

some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A

Traditional Religious

Leader

		ASSESSMENT: let learners	
		describe the key events in	
		the Ministry of the	
		leaders of the three	
		religions	
Thursday	Engage learners to sing	Learners in groups to	What have we learnt
	songs and recite familiar	identify the significant	today?
	rhymes	roles by the religious	
		leaders their ministries:	Ask learners to
		obedience; commitment;	summarize the main
		patience, leadership,	points in the lesson
		sacrifice etc.	
		In groups, learners	
		dramatise portions of the	
		scripture that depict	
		moral lessons, e.g.	
		submissiveness, humility,	
		loyalty, etc., and how they	
		can emulate such values	
		as individuals.	
		ASSESSMENT: let learners	
		describe the key events in	
		the Ministry of the	
		leaders of the three	
		religions	

Week End	 ling		
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5.3.1.1.1	
Performance Indicator		Learners can describe the key events in the ministry of	
		the leaders of the three religions.	
Strand		Religious Leaders	
Sub strand		Ministry of the Leaders of	the Three Major Religions
		in Ghana	
Teaching,	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	In groups, let learners role	What have we learnt
	songs and recite familiar	play some aspects of the	today?
	rhymes	ministry of: - The Lord	
		Jesus Christ, - The Holy	Ask learners to
		Prophet Muhammad and	summarize the main
		- A Traditional Religious	points in the lesson
		Leader	
		ASSESSMENT: let learners	
		describe the key events in	
		the ministry of the leaders	
		of the three religions	

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	B5.5.1.1.1
Performance Indicator	Learners can identify the early protest movements in
	Ghana before 1945.
Strand	Journey to Independence
Sub strand	Early Protest Movements
Teaching/ Learning Resources	Pictures

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 learners to sing	Discus the sequence of	What have we learnt
songs and recite familiar	events that led to the	today?
rhymes	formation of these	
	movements.	Ask learners to
	- Aborigines Rights	summarize the main
	Protection Society (ARPS)	points in the lesson
	1897 -	
	ASSESSMENT: let learners	
	identify the early protest	
	movements in Ghana	
	before 1945	
Engage learners to sing	Discus the sequence of	What have we learnt
songs and recite familiar	events that led to the	today?
rhymes	formation of these	
	movements.	Ask learners to
	- Aborigines Rights	summarize the main
	Protection Society (ARPS)	points in the lesson
	1897 –	
	(Preparing The Brain For Learning) Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes	(New Learning Including Assessment) Engage learners to sing songs and recite familiar rhymes Discus the sequence of events that led to the formation of these movements Aborigines Rights Protection Society (ARPS) 1897 - ASSESSMENT: let learners identify the early protest movements in Ghana before 1945 Engage learners to sing songs and recite familiar rhymes Discus the sequence of events that led to the formation of these movements Aborigines Rights Protection Society (ARPS)

Week Ending		
Class	Five	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B5 2.4.6.2	
Performance Indicator	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa	
Strand	2: Performing Arts	
Sub strand	4: Appreciating and Appraising	
Teaching/ Learning Resources	Pictures	
_		

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	discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; identify the correct vocabulary to use for appreciating and appraising music, dance and drama; agree on what to use the appraisal report for and how to share it; agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;	

		Suggested guidelines Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.	
		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

ASSESSMENT: let learners	
develop guidelines for	
appreciating and	
appraising own and	
others' performing	
artworks	

Week End	ling		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference	!	PE curriculum Page	
Learning I	ndicator(s)	B5.2.5.2.1	
Performa	nce Indicator	Learners can Distinguish be	tween volleying and kickin
		and describe the similaritie	s and differences
Strand		MOTOR SKILL AND MOVEN	1ENT PATTERNS
Sub stran	d	LOCOMOTOR, MANIPULAT	IVE AND RHYTHMIC SKILLS
Teaching/	Learning Resources	ball	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developm	nent 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	Volleying is when a ball is	End the lesson with cool
	demarcated area in files	struck before it touches	down activities and use
	while singing and	the ground. It is common	questions to summarise
	clapping to warm-up the	in soccer, volleyball,	the lesson
	body for maximal	tennis, cricket etc.	
	performance and to	Kicking is the act of	
	prevent injuries	striking a ball from the	
		ground which is common	
		in soccer.	
		Learners practice the skill,	
		observe and give them	
		corrective feedback.	
		Ensure that learners	
		progress at their own	
		pace.	
		-	

Week Ending		
Class	Five	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3.	
Performance Indicator	Learners can explain what a web browser is and its use	
	Learners can identify web browsers.	
	Learners can demonstrate the use of MS-Internet	
	Explorer	
Strand	Internet and social media	
Sub strand	2: WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	

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 learners to sing	Guide learners to	What have we learnt
Wednesday	songs and recite familiar	understand the concept	today?
	rhymes	and use of browsers	
		through practical lessons.	Ask learners to
		Show interfaces or images	summarize the main
		of browsers to learners.	points in the lesson
		Guide learners to list the	
		various types of browsers	
		e.g. Firefox, Internet	
		Explorer, Chrome etc.	
		through practical lessons	
		or the use of pictures.	
		Guide learners to launch	
		MS-Internet Explorer and	
		use the components	
		(navigation, browse, etc.)	
		ASSESSMENT: let learners	
		demonstrate the use of	
		MS-Internet Explorer	

_	dicator (s) (Ref. No.)	B5.4.5.1.3 Write a simple argumentative essay on a given topic B5.4.6.1.1 Write articles for a journal and edit the articles. • The learner should write a simple argumentative essay on a given topic • The learner should write articles for a journal and edit the articles.	
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	 Use controlled composition to write a simple argumentative essay on a cardboard. Guide learners to write a simple argumentative essay on a given topic of about four paragraphs. 	What have we learnt today?
		ASSESSMENT: let learners write a simple argumentative essay on a given topic	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Show learners a copy of an article. Discuss with learners some types of articles and their structure. Discuss with learners what a journal is. 	What have we learnt today?

	Talk to learners about	
	types of journals.	Review the lesson with
	Guide learners to write a	learners
	simple article in their	
	groups, and discuss in	
	class	
	ASSESSMENT: let learners	
	write articles for a journal.	
Engage leaners to sing	• Create a class journal.	What have we learnt
songs and recite	Let learners write	today?
familiar rhymes	articles for their class	
	journal.	
	• Show learners a copy of	
	an article.	
	Assist learners to edit	
	the articles for their class	
	journal by bringing out the	
	features and structure of	
	the article in the journal.	
	the article in the journal.	
	ASSESSMENT: let learners	Review the lesson with
		learners
	write articles for a journal	icarriers
	and edit the articles.	

TERM TWO BASIC SIX WEEK EIGHT

WEEKLY SCHEME OF LEARNING- WEEK EIGHT BASIC SIX

Name of School.....

Week Endin	g		
Class		Six	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	dicator(s)	B6.1.7.1.4. B6.2.7.1.3 B6.4.12.1.1 B6.6.1.1.1.	B6.3.5.1.6
Performance Indicator		understand and but listening to informa B. Learners can scan/s C. Learners can use the verbs to talk about going on when a second sec	kim for details ne past continuous form of actions/events which were cond one took place descriptive words/sound e language to describe laces/personal experiences the use of the singular and he verb forms that go with and critique a variety of age- te books and present a one- mentary based on a set of
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
<i>J.</i>	•	on a manila card and a class library.	
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
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 songs and recite familiar rhymes	A. ORAL LANGAUGE Present an informational text on a given topic.	What have we learnt today?

		• Use the K and W of KWL	Ask learners to
		strategy to activate	summarize the main
		learners' background	points in the lesson
		knowledge.	
		Have learners listen to	
		the text.	
		• In groups, they identify	
		and discuss the main ideas	
		of the text.	
		Have learners listen to	
		the text a second time.	
		ASSESSMENT: let learners	
		share what they have	
		learnt in the text.	
Tuesday	Engage learners to sing	B .READING	What have we learnt
	songs and recite familiar	Use texts to guide	today?
	rhymes	learners to grasp the main	
		ideas as they skim/scan in	Ask learners to
		3-4 minutes and have	summarize the main
		them present their points	points in the lesson
		for class discussion	
		ASSESSMENT: let learners	
		scan/skim for details from	
		a passasge	
Wednesday		C. GRAMMAR	What have we learnt
	songs and recite familiar	e.g. We were playing	today?
	rhymes	football when the fire	
		broke out	Ask learners to
		ACCECCA 451-1-1-1-1	summarize the main
		ASSESSMENT: let learners	points in the lesson
		use the past continuous	
		form of verbs to talk	
		about actions/events	
		which were going on	
		when a second one took	
		place	

Thursday Engage learners to sing D. WRITING What have we learnt songs and recite familiar Briefly revise the writing today? rhymes process by having learners name the stages and say Ask learners to what happens at each summarize the main points in the lesson stage. • Revise descriptive writing with learners • Have learners select a topic e.g. "A Day I will never forget". Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: Descriptive (adjectives) words. - Figurative language e.g. simile metaphor, personification, sound devices Note: Sensory details are experiences through the senses: sight, smell, touch, taste. - Sensory details (Allow a reader to visualize a person, a place, a thing or an idea).

		T	T
Friday	Engage learners to sing songs and recite familiar rhymes	ASSESSMENT: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events E. WRITING CONVENTION AND GRAMMAR USAGE Learners write on a topic using the simple present, present perfect and past perfect tenses.	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Discuss the topic with learners contributing with sentences containing the present perfect and past perfect. Let learners write in bits e.g. First start with introduction and guide them to edit. Learners then write a whole essay on a chosen topic Individually 	points in the lesson
		ASSESSMENT: let learners apply the use of the singular and plural subject and the verb forms that go with them	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely. • Have learners read books of their choice independently during the library period.	Have learners to tell what they read to the whole class

- Learners think-pairshare their stories with peers.
- Ask each learner to write a-two-paragraph summary of the book read.
- Invite individuals to present their work to the class for feedback.
- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

ASSESSMENT: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

Week Endin	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Inc	dicator(s)	B6.5.4.1.2	
Performanc	e Indicator	Learners can enact a scene	e of an election at a polling
		station	
Strand		Journey to Independence	
Sub strand		Ghana Gains Independence	?
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	Enact a scene of an election	What have we learnt
	songs and recite familiar	at a polling station	today?
	rhymes		
			Ask learners to
	Which political parties		summarize the main
	took part in the 1951	ASSESSMENT: let learners	points in the lesson
	general elections? What	enact a scene of an election	
	was the outcome of that	at a polling station	
	election?		
Thursday	Engage learners to sing	Enact a scene of an election	What have we learnt
	songs and recite familiar	at a polling station	today?
	rhymes		
			Ask learners to
			summarize the main
		ASSESSMENT: let learners	points in the lesson
		enact a scene of an election	
		at a polling station	

Week Endi	ng		
Class		six	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B6.4.2.1.3	
	ce Indicator	Learners can know condu	ctors, semi-conductors and
		insulators	,
Strand		: FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRONIC	 CS
Teaching/	Learning Resources	Pictures	
		vation Communication and Colla	aboration Personal
•	ent and Leadership Critical Th		
2010.00	and I cade only control	8	
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)	7.050556,	(200mon ma rousmen)
Monday	Engage learners to sing	Gather items such as bulbs,	What have we learnt
,	songs and recite familiar	battery, electric wires. •	today?
	rhymes	Brainstorm with learners on	,
	,	the meaning of the terms	Ask learners to summarize
	Discuss the functions of	"conductors", "semi-	the important points of the
	parts of plants with	conductors" and "insulators"	lesson
	learners	with examples.	
		Learners are provided the	
		following materials (spoons,	
		foils, drinking straw, plastic	
		materials, piece of wood,	
		glass rod, leather, nails, keys,	
		pencils, pens, LEDs, diodes,	
		etc.) for an activity.	
		Connect a simple electrical	
		circuit (an open circuit) using	
		a bulb, battery and	
		connecting wire.	
		Learners use the open	
		circuit to classify the	
		materials provided as	
		conductors, semiconductors	
		and insulators	

	T	T	T
		ASSESSMENT: let learners	
		identify conductors, semi-	
		conductors and insulators	
Thursday	Engage learners to sing	Connect a simple electrical	What have we learnt
	songs and recite familiar	circuit (an open circuit) using	today?
	rhymes	a bulb, battery and	
		connecting wire.	Ask learners to summarize
		Learners use the open	the important points of the
		circuit to classify the	lesson
		materials provided as	
		conductors, semiconductors	
		and insulators.	
		Learners explain why the	
		electrical wires in their	
		homes are coated with	
		plastics	
		ASSESSMENT: let learners	
		describe conductors, semi-	
		conductors and insulators	

Week Ending		
Class	six	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B6.1.4.2.1 B6.1.4.2.3	
Performance Indicator	A. Learners can use models to explain proportion as a comparison between quantities with equal ratios B. Learners can use various strategies to solve proportional reasoning problems involving rates and scales	
Strand	Number	
Sub strand	Ratios and Proportion	
Teaching/ Learning Resources	Counters	
Core Competencies: Creativity and Inc	novation Communication and Collaboration Personal	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Work out proportion in	Review the lesson with
		given contexts and use	Learners
	I'm counting one, what	them in solving problems;	
	is one	e.g. 200 bottles of equal	
	1 - One is one alone,	capacity hold 350 litres of	Assessment: have
	alone it shall be.	water. How much water	learners to practice with
	2 - Two pair, two pair	does each bottle hold?	more examples
Tuesday	Sing songs like:	Work out proportion in	Review the lesson with
		given contexts and use	Learners
	I'm counting one, what	them in solving problems;	
	is one	e.g. 200 bottles of equal	Assessment: have
	1 - One is one alone,	capacity hold 350 litres of	learners to practice with
	alone it shall be.	water. How much water	more examples
		does each bottle hold?	
Wednesday	Sing songs like:	Use diagrams to explain	Review the lesson with
		the concept of rate a ratio	Learners
		that compares two	

	I'm counting one, what	different quantities	Assessment: have
	is one	measured in different	learners to practice with
	1 - One is one alone,	units; e.g. the ratio → cost	more examples
	alone it shall be.	: weight = 8:2 = 4:1. This	
	2 - Two pair, two pair	ratio is the unit ratio and	
	come pair let us pair	show the rate for selling a	
	3 - Turn around	unit or 1kg of the meat.	
	4 - Follow me		
	5 – Fire	Two kilograms of meat	
		cost ¢8. What is the cost of	
		(i) 5kg (ii) 12kg and (iii)	
		25kg.	
		Meat 2 5 12 25	
		(kg)	
		Cost 8	
Thursday	Sing songs like:	Use diagrams to explain	Review the lesson with
		the concept of rate a ratio	Learners
	I'm counting one, what	that compares two	
	is one	different quantities	
	1 - One is one alone,	measured in different	Assessment: have
	alone it shall be.	units; e.g. the ratio → cost	learners to practice with
	2 - Two pair, two pair	: weight = 8:2 = 4:1. This	more examples
	come pair let us pair	ratio is the unit ratio and	
	3 - Turn around	show the rate for selling a	
	4 - Follow me	unit or 1kg of the meat.	
	5 - Fire		
		Two kilograms of meat	
		cost ¢8. What is the cost of	
		(i) 5kg (ii) 12kg and (iii)	
		25kg.	
		Meat 2 5 12 25	
		(kg)	
		Cost 8	
		~~~	İ.
		(1)	
Friday	Sing songs like:		Review the lesson with

I'm counting one, what	E.g. A litre of sachet water	
is one	costs 40p. Find the cost of	
1 - One is one alone,	(i) 1/2 litre	Assessment: have
alone it shall be.	(ii) 7 litres	learners to practice with
2 - Two pair, two pair	(iii) 9 litres	more examples

Week Endir	 ng		
Class	-6	six	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Inc	dicator(s)	B6 2.4.6.2	
Performano		Learners can develop guidel	ines for appreciating and
		appraising own and others'	
		performances that reflect th	•
		environments of some comi	• •
Strand		Performing Arts	
Sub strand		Appreciating and Appraising	<u> </u>
Teaching/ L	earning Resources	Pictures	
-		novation Communication and	
Developme	nt and Leadership Critical	Thinking and Problem Solving	g.
		T	ı
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	discuss and accept a	today?
	familiar rhymes	guide for analysing and	
		appreciating/appraising	Ask learners to
		own and/or others	summarize the main
		compositions and	points in the lesson
		performances on the guide	
		guidelines suggested	
		below;	
		identify the correct	
		vocabulary to use for	
		appreciating and	
		appraising music, dance	
		and drama, poetry, etc.	
		agree on what to use the	
		appraisal report for and	
			1
		how to share it;	
		how to share it;  ASSESSMENT: let learners	

		appreciating and	
		appraising own and others'	
		compositions and	
		performances	
Wednesday	Engage learners to sing	Learners are to	What have we learnt
	songs and recite	agree on the	today?
	familiar rhymes	approach/method	
		(manual/digital) to use in	Ask learners to
		recording/documenting	summarize the main
		the appraisal process;	points in the lesson
		② fix a day/date for the	
		appreciation/appraisal/jury	
		ASSESSMENT: let learners	
		develop guidelines for	
		appreciating and	
		appraising own and others'	
		compositions and	
		performances	
		periormanees	

Week Endi	ng		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Ir	ndicator(s)	B6.2.4.2.1	
Performan	ce Indicator	Learners can explain the r	ole of the legs, shoulders,
		and forearm in the forearm	pass.
Strand		Movement Concepts, Princi	iples and Strategies
Sub strand		Space Awareness, Dynamic	s, Relations, Body
		Management and Strategie	S
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)		
	Learners jog round a	Let learners swing their	What have we learnt
	demarcated area in files	arms in preparation.	today?
	while singing and	Shoulder move forward	Use answers to
	clapping to warm-up the	horizontally as it extends.	summarise the lesson.
	body for maximal	Forearm rotation through	
	performance and to	hips, legs and shoulders	
	prevent injuries	drop slightly. All together	
		produce the final force to	
		move the ball to the target	

Week Ending		
Class	six	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B6.6.1.1.4. B6.6.2.1.1 B6.6.2.1.2.	
Performance Indicator	Learners can outline what one needs to connect to the	
	Internet.	
	Learners can identify the address or links window.	
	Learners can recognise the status bar and list its use.	
Strand	INTERNET AND SOCIAL MEDIA	
Sub strand	NETWORK OVERVIEW.	
	WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Encourage learners to	What have we learnt
	songs and recite familiar	bring any device or	today?
	rhymes	pictures of devices that	
		are needed. eg. desktop computers, Laptop	Ask learners to
		computers, Mobile	summarize the main
		phones, etc.	points in the lesson
		Guide learners to identify	
		the address or links	
		window on phones and	
		other electronic gadgets with browsers,	
		with browsers,	
		Bring a picture of a	
		window that has the	
		status bar and ask the	
		learners to point out the	
		status and mention its	
		functions	
		ASSESSMENT: let learners	
		identify the status bar and	
		list its use	

Week End	ing		
Class		six	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cur	riculum Page
Learning I	ndicator(s)	B6.3.4.1.1.	
Performar	nce Indicator	Learners can narrate the story of the latter lives of the	
		leaders of the major religions	
Strand		OUR BELIEFS AND VALUES	
Sub stranc	I	Being a Leader	
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)		
Tuesday	Engage learners to sing	Learners discuss the latter	What have we learnt
	songs and recite familiar	lives of the religious	today?
	rhymes	leaders:	
		i. Jesus Christ–	Ask learners to
		triumphant entry to	summarize the main
		Jerusalem (Palm Sunday),	points in the lesson
		Last Supper, Prayer at	
		Gethsemane, arrest and	
		trial, crucifixion, death and	
		resurrection	
		Channaistanas annidas	
		Show pictures or video	
		clips on the latter lives of Jesus Christ	
		Jesus Christ	
		ASSESSMENT: let learners	
		narrate the story of the	
		latter lives of the leaders	
		of the major religions	
		o. the major religions	
Thursday	Engage learners to sing	Learners discuss the latter	What have we learnt
,	songs and recite familiar	lives of the religious	today?
			, -

leaders

rhymes

ii. The Holy Prophet  Muhammad (S.A.W.) –  triumphant entry into	Ask learners to summarize the main points in the lesson
Makkah, farewell message, sickness and death	
Show pictures or video clips on the latter lives of Holy Prophet Muhammad	
ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	

Week End	ding		
Class		six	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B6. 3.1.1.2	
Performance Indicator		Learners can identify the moral lessons from the latter	
		lives of the religious leaders	
Strand		Religious Leaders	
Sub strand		The Latter Lives of Leaders o Ghana	f the Three Major Religions in
Teaching,	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	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	Lead learners to dramatise	What have we learnt
	songs and recite familiar	or role play the virtues	today?
	rhymes	they have listed.	
		Let learners talk about	Ask learners to
		how they can apply the	summarize the main
		virtues in their lives.	points in the lesson
		Respect	
		ASSESSMENT: let learners	
		identify the moral lessons	
		from the latter lives of the	
1		religious leaders	

Loarning In	dicator (s) (Pof. No.)	R6 4 5 1 1 Take a stand and	write an argumentative
Learning Indicator (s) (Ref. No.)		B6.4.5.1.1 Take a stand and write an argumentative essay for a given motion	
		B6.4.5.1.2 Take a stand and write an argumentative	
Performance Indicators		essay against a given motio	
Performan	ce indicators		should take a stand and
		_	tive essay for a given
		motion.	
		<ul> <li>The learner should take a stand and write an argumentative essay against a given</li> </ul>	
		motion	live essay against a given
		motion	
Week Endi	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	Discuss with learners	What have we learnt
	songs and recite	how argumentation is	today?
	familiar rhymes	done and the vocabularies	
		used in argumentation.	
		Discuss with learners	
		how to write an	
		argumentative essay.	
		• Discuss the structure,	
		content and features .of	
		an argumentative essay.	
		ASSESSMENT: let learners	
		write an argumentative	Review the lesson with
		essay for a given motion.	learners
	Engage leaners to sing	Select a topic and	What have we learnt
	songs and recite	discuss with learners how	today?
	familiar rhymes	to take a stand and write	
		on it.	
		Assist learners to take a	
		stand and write an	
	L	<u> </u>	

	argumantativa assay: far a	Review the lesson with
	argumentative essay for a	
	given motion	learners
	ASSESSMENT: let learners	
	write an argumentative	
	essay for a given motion	
	, 0	
Engage leaners to sing	Revise the lesson with	What have we learnt
songs and recite	learners on how to write	today?
		today:
familiar rhymes	argumentative essay.	
	<ul> <li>Assist learners to take a</li> </ul>	
	stand and write an	
	argumentative essay	
	against a given motion	
	ASSESSMENT: let learners	
	write an argumentative	
	essay against a given	
	motion	Dovinustha laggan with
		Review the lesson with
		learners

# THE GRANDMOTHER TERM 2, WEEK 9 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

## TERM TWO KG 1 WEEK NINE

#### **WEEKLY LESSON PLAN FOR KG 1- WEEK NINE**

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY	,
DAY: Monday		SUB STRAND: : KNOWING (WHO) THE IMPORTANT	
CLASS: KG 1		PEOPLE / OCCUPATION IN MY CO	
CONTENT STANDARD:		INDICATORS: K1.4.2.1.1 K1. 4.2.	1.2
K1.4.1.1Demonstrate		PERFORMANCE INDICATOR:	
understanding of the s places in our local com	•	Learners can talk about w	ho the neighbours are.
places in our local com	inunities	the work they do and how	<u>-</u>
		profession are in the com	•
		Learners can demonstrate	
		made of words and that w	ords are separated in
		print.	
		on and collaboration (CC) Personal [	•
	ity and Innov	vation (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
DUACE /DUDATION	LEADNEDC	A CTIVITIES	DECOUDEE
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
PHASE 1: STARTER 10 MINS		ers to sing songs and recite rhymes to the lesson.	
MINS (Preparing the Brain			
MINS (Preparing the Brain for Learning)	that relate t	to the lesson.	
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN	that relate to	nmunity Circle time strategy as	Poster/ cut out
MINS (Preparing the Brain for Learning) PHASE 2: MAIN 40MINS	that relate to	mmunity Circle time strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy as National Kanada Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated Strategy Associated St	Poster/ cut out picture
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning	Use the Cordescribed introduction	mmunity Circle time strategy as the K1.3.2.1.1 for the theme n.	picture
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cor described in introduction Give learne	mmunity Circle time strategy as n K1.3.2.1.1 for the theme n. rs the opportunity to talk freely	picture  Cut out shapes, big
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning	Use the Cordescribed in introduction Give learne with the tea	mmunity Circle time strategy as a K1.3.2.1.1 for the theme an.  rs the opportunity to talk freely acher and their peers about the	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the	mmunity Circle time strategy as n K1.3.2.1.1 for the theme n. rs the opportunity to talk freely	picture  Cut out shapes, big
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the they do.	mmunity Circle time strategy as a K1.3.2.1.1 for the theme an.  rs the opportunity to talk freely acher and their peers about the	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the they do.	mmunity Circle time strategy as a K1.3.2.1.1 for the theme n. rs the opportunity to talk freely acher and their peers about the neir neighbourhood and the work	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the they do.	mmunity Circle time strategy as a K1.3.2.1.1 for the theme n. rs the opportunity to talk freely acher and their peers about the neir neighbourhood and the work ould first talk about the of their parents. e.g. My parents	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the they do. Learners shoccupation are both far	mmunity Circle time strategy as a K1.3.2.1.1 for the theme n. rs the opportunity to talk freely acher and their peers about the neir neighbourhood and the work ould first talk about the of their parents. e.g. My parents	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed ir introduction Give learne with the teapeople in the they do. Learners shoccupation are both far Ask leading	mmunity Circle time strategy as a K1.3.2.1.1 for the theme n.  rs the opportunity to talk freely acher and their peers about the neir neighbourhood and the work ould first talk about the of their parents. e.g. My parents rmers.	cut out shapes, big books, counters,
MINS (Preparing the Brain for Learning)  PHASE 2: MAIN 40MINS (New Learning Including	Use the Cordescribed in introduction Give learne with the teapeople in the they do. Learners shoccupation are both far Ask leading to guide the (teacher, number of the cordescribed)	mmunity Circle time strategy as a K1.3.2.1.1 for the theme n. rs the opportunity to talk freely acher and their peers about the neir neighbourhood and the work ould first talk about the of their parents. e.g. My parents rmers. questions and job terminologies	cut out shapes, big books, counters,

	Play some songs and let learners sing it along	
	with the tape. Talk about each profession and	
	how important they are to the community.	
	Learners select the work they want to do	
	when they grow up and draw themselves	
	their uniform.	
	Sort the occupations into sets of formal and	
	informal. Match the sets with their correct	
	number	
	Use the "Be the word" game to demonstrate	
	the concept.	
	Cut up a sentence into individual words. Call a	
	group of learners to rearrange the words to	
	form the sentence.	
	Each child picks a word and be that word	
	when the sentence is being rebuild. Call the	
	learners to rearrange the words to form the	
	sentence.	
	Make sure learners leave a space in between	
	them when rearranging the words to form	
	the sentence.	
	Scaffold them to see how words are	
	separated in print.	
	Assessment: let learners rearrange the words	
	to form the sentence.	
PHASE 3:	Review lesson with Learners by singing songs	
<b>REFLECTION</b> 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Tuesday CLASS: KG 1	SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1.4.2.1.3 K1.4.2.1.4
understanding of the special places in our local communities	PERFORMANCE INDICATOR:  Learners can interact with resource people from different occupation  Learners can recognize the letter-sound learnt in the previous week in words
CORE COMPETENCE: Communication	on and collaboration (CC) Personal Development and
Leadership (PL) Creativity and Innov	vation (CI) Critical Thinking and Problem Solving
KEY WORDS:	

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Show word cards out to students, have learners identify the letter sound /K/ [k] in the list of words. [Kwasi (Yes) mama (no), Kofi] etc.  Learners put their hands on the head when there is the target letter-sound in the word, if not they put their hands down.  In groups, learners do a treasure hunt for words beginning with the target word in the classroom. The group that finds more words with the target letter wins the game.  Copy selected words on the board for learners write into their exercise books  Assessment: let learners identify the letter-sound learnt in the previous week in words	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: MY LOCAL COMMUNITY		
DAY: Wednesday	SUB STRAND: : KNOWING (WHO) THE IMPORTANT		
CLASS: KG 1	PEOPLE / OCCUPATION IN MY COMMUNITY		
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1.4.2.1.5		
understanding of the special	PERFORMANCE INDICATOR:		
places in our local communities	Learners can write boldly and legibly the target letter for		
	the week and add a name of a friend to it		
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and			
Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
KEY WORDS:			

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	Have learners practise exercising the fingers. Refer to the previous writing lesson, and have learners practise in the air, on the other surfaces and on paper. Have learners give examples of words that contain the letter of the week. Have learners form sentences with the selected words and count the words in their sentences. Learners in pairs sum up the number of	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	words in their sentences.  Assessment: let learners write boldly and legibly the target letter for the week and add a name of a friend to it  Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: MY LOCAL COMMUNITY
DAY: Thursday CLASS: KG 1	SUB STRAND: : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
CONTENT STANDARD: K1.4.1.1Demonstrate	INDICATORS: K1. 4.2.1.6
understanding of the special places in our local communities	PERFORMANCE INDICATOR: Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.
CORE COMPETENCE: Communicati	on and collaboration (CC) Personal Development and

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
-		
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Show poster and/or pictures depicting	Poster/ cut out
40MINS	professionals in informs.	picture
(New Learning	Learners choose their future jobs and talk to	
Including	each other about why they made that	Cut out shapes, big
Assessment)	selection.	books, counters,
	Learners draw and colour themselves and	crayons
	paste it all round the classroom.	•
	Have learners be in groups according to their	
	chosen profession and count the members in	
	each group. Represent the number visually	
	each group hepresent the number visually	
	Assessment: let learners draw themselves in	
	the uniform of their aspired future job, colour	
	it nicely and write the name of the job	
	underneath.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: MY LOCAL COMMUNITY		
DAY: Friday			
		SUB STRAND: : KNOWING (WHO)	
CLASS: KG 1		PEOPLE / OCCUPATION IN MY COI	MMUNITY
CONTENT STANDARD:		INDICATORS: K1.4.1.1.6	
K1.4.1.1Demonstrate			
understanding of the s	pecial	PERFORMANCE INDICATOR:	
places in our local com	munities	Learners can demonstrate their u	
		concept of subtraction as separati many is left	ng and finding out now
		on and collaboration (CC) Personal E	•
	ity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
DUACE /DUDATION	LEARNERS A	A CTIVITIES	DECOLIDEEC
PHASE/DURATION	LEAKNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.		
	that relate t	to the lesson.	
(Preparing the Brain	that relate t	to the lesson.	
_	that relate t	to the lesson.	
(Preparing the Brain	Learners rev	view the concept of addition and	Poster/ cut out
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS	Learners reconcentrate	view the concept of addition and e on Subtraction this week.	Poster/ cut out picture
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning	Learners reconcentrate	view the concept of addition and e on Subtraction this week. arket scene where learners buy	picture
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners rev concentrate Create a mand sell diff	view the concept of addition and e on Subtraction this week. arket scene where learners buy ferent items in the community and	picture  Cut out shapes, big
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning	Learners reconcentrate Create a mand sell diffuse their un	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and aderstanding of the subtraction	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners reconcentrate Create a mand sell diffuse their unconcept to learners	view the concept of addition and e on Subtraction this week. arket scene where learners buy ferent items in the community and	picture  Cut out shapes, big
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners reconcentrate Create a mand sell diffuse their unconcept to I change.	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and aderstanding of the subtraction buy with money and ask for a	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners reconcentrate Create a mand sell diffuse their unconcept to I change.	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and oderstanding of the subtraction buy with money and ask for a	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners revocated a mand sell diffuse their unconcept to lichange. The buyer a much is left	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and oderstanding of the subtraction buy with money and ask for a	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners revolute concentrate a mand sell diffuse their unconcept to lichange. The buyer a much is left Create differ	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and aderstanding of the subtraction buy with money and ask for a asks the seller a question "how".	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners revolute concentrate of Create a mand sell diffuse their unconcept to lichange. The buyer a much is left Create diffe scaffold lear	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and inderstanding of the subtraction buy with money and ask for a esks the seller a question "how".	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning Including	Learners reconcentrate Create a mand sell diffuse their unconcept to lichange. The buyer a much is left Create differs scaffold lear	view the concept of addition and e on Subtraction this week. arket scene where learners buy erent items in the community and inderstanding of the subtraction buy with money and ask for a asks the seller a question "how".  Erent everyday situations and riners to subtract numbers.  Et: Let learners work in pairs and to solve problems in their	cut out shapes, big books, counters,

Review lesson with Learners by singing songs

in relation to it

PHASE 3:

(Learner and Teacher)

**REFLECTION 10MINS** 

## TERM TWO KG 2 WEEK NINE

#### **WEEKLY LESSON PLAN FOR KG 2- WEEK NINE**

Name of School.....

DATE:	STRAND: : MY LOCAL COMMUNITY		
DAY: Monday		SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
CLASS: KG 2			
CONTENT STANDARD:	_	<b>INDICATORS</b> : K2.4.3.1.1 K2.4	.3.1.2
Demonstrate understanding and knowledge of the special leaders in our community		PERFORMANCE INDICATOR: Learners can talk about and describe the roles of the political, traditional and religious leaders in our community Learners can listen attentively to the teacher-read-aloud of the big book (The Chief) which relates to the theme, track words and share lessons learnt on the roles of the chiefs	
		on and collaboration (CC) Personal Dration (CI) Critical Thinking and Prob	•
KEY WORDS:	ity and iniiov	ation (Ci) Critical Hilliking and Prob	vicili Julvilig
KEY WURDS:			
PHASE/DURATION	LEARNERS ACTIVITIES		RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate to the lesson.		
(Preparing the Brain for Learning)			
PHASE 2: MAIN	Theme discussion:		Poster/ cut out
40MINS	Follow basic procedures of the community		picture
(New Learning	circle time (as in K2.1.1.1.1) and introduce the		
Including	theme for the week.		Cut out shapes, big
Assessment)			books, counters,
		nversational poster (#14) and	crayons
		ete materials related to the theme	
	and engage learners in active discussion.		
	Call on lear	ners randomly to answer	
	questions o	r contribute to the discussion.	
	☐ Have lear leaders of th	ners talk about the political ne country.	
	to describe	s questions that would assist them the President, Ministers and Ien and Women.	

	□ Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress □ Let learners talk about the leaders in their various religious groups. E.g. Muslins − Imam, Christians-Pastors, Catholic Father, Bishops etc  Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1) □ Check on the K and W before you read the text and the L after reading.  K-Ask the learners to say what they already know about the theme.  W-Ask them to ask questions about what they want to know about the weeks' theme.  Learners listen to the text and answer the questions they asked for the W and also for L-Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community	
	Assessment: let learners listen to the text to the text and answer the questions	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: : MY LOCAL COMMUNITY	
DAY: Tuesday		
CLASS: KG 2	SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR	
CLASS: NG 2	COMMUNITY AND COUNTRY	
CONTENT STANDARD: K2.4.3.1	INDICATORS: K2.4.3.1.3	
Demonstrate understanding and		
knowledge of the special leaders	PERFORMANCE INDICATOR:	
in our community	Learners can use key words about the theme to create	
	meaningful sentences in real life situation	
CORE COMPETENCE: Communication and collaboration (CC) Personal Development and		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN 40MINS (New Learning Including Assessment)	List the key words on the chalk /white board and assist learners to read them. E.g. fly whisk, durbar, chiefs, staff, umbrellas, etc.  Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
	Assessment: let learners dramatize the role of the various leaders using some of the new word	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:		STRAND: : MY LOCAL COMMUNITY		
DAY: Wednesday				
		SUB STRAND: KNOWING THE SPECIA	L LEADERS IN OUR	
CLASS: KG 2		COMMUNITY AND COUNTRY	COMMUNITY AND COUNTRY	
CONTENT STANDARD:	K2.4.3.1	INDICATORS: K2.4.3.1.4		
Demonstrate understa	nding and			
knowledge of the spec	ial leaders	PERFORMANCE INDICATOR:		
in our community		Learners can blend individual letter-sound to form one		
		syllabic words		
		Learners can		
CORE COMPETENCE: (	Communicati	on and collaboration (CC) Personal	Development and	
		vation (CI) Critical Thinking and Prol	•	
KEY WORDS:				
	ı		T	
PHASE/DURATION	LEARNERS	ACTIVITIES	RESOURCES	
PHASE 1: STARTER	Have learn	ers to sing songs and recite		
10	rhymes that relate to the lesson.			
MINS				
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Teach blen	ding using a game	Poster/ cut out	
40MINS	Blend lette	rs to form syllables	picture	
101111110				

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER  10  MINS (Preparing the Brain for Learning)	Have learners to sing songs and recite rhymes that relate to the lesson.	
PHASE 2: MAIN  40MINS (New Learning Including Assessment)	Teach blending using a game Blend letters to form syllables Write the individual letters, a consonant and a vowel. Point to each letter slowly and the learners say its sound. Then move your finger slowly under the two sounds, blending the sound together to form a syllable.  Say the whole syllable slowly and ask pupils to repeat. Practice this with learners the whole week.  Another strategy you can use is Pupils Blending. Two pupils hold individual letter cards separately They move towards each other slowly until they stand close and put their letters together to read a syllable  Assessment: let learners blend individual letter-sound to form one syllabic words	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

PHASE 3:	Review lesson with Learners by singing songs	
<b>REFLECTION 10MINS</b>	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: : MY LOCAL COMMUNITY
DAY: Thursday	SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
CLASS: KG 2	
<b>CONTENT STANDARD</b> : K2.4.3.1	INDICATORS: K2.4.3.1.5
Demonstrate understanding and	
knowledge of the special leaders	PERFORMANCE INDICATOR:
in our community	Learners can create art works inspired by places in our culture and country

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	Using a picture, have learners talk about	Poster/ cut out
40MINS	elements in the palace which interests them.	picture
(New Learning		
Including		Cut out shapes, big
Assessment)	Assessment: let learners make a picture of	books, counters,
	the umbrella and label it nicely.	crayons
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:	STRAND: : MY LOCAL COMMUNITY		
DAY: Friday			
	SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR		
CLASS: KG 2	COMMUNITY AND COUNTRY		
CONTENT STANDARD: K2.4.3.1	INDICATORS: K2.4.3.1.6		
Demonstrate understanding and			
knowledge of the special leaders	PERFORMANCE INDICATOR:		
in our community	Learners can compare objects based on length and weight		
	of various items and objects		
	,		

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10 Have learners to sing songs and recite rhymes		
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	learners to compare the length of objects	Poster/ cut out
40MINS	around them and those in the picture and use	picture
(New Learning	the words "longer than" and "shorter than"	
Including	to compare length of various items measured	Cut out shapes, big
Assessment)	with nonstandardized scales.	books, counters,
		crayons
	Let learners also compare the weight of some	
	objects around them and use words, "heavier	
	than" and "lighter than".	
	Get them scales and rulers to use and	
	compare the length and height of items measured.	
	ilicasureu.	
	Assessment: let learners compare objects	
	based on length and weight of various items	
	and objects	
PHASE 3:	Review lesson with Learners by singing songs	
<b>REFLECTION</b> 10MINS	in relation to it	
(Learner and		
Teacher)		

## TERM TWO BASIC ONE WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC ONE

Name of School
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Week Endi	ng		
Class		One	
Subject			
Reference		English Language curriculum Page	
Learning Indicator(s)		B1.1.7.1.3. B1.2. 7.1	.2. B1.4.5.1.3.
		B1.5. 5.1.1. B1.6.1.1.1	
Performance Indicator		Learners can recognise a	and discuss characters in a
		story	
		Learners can ask and answer factual and inferential	
		and applicative questions about level-appropriate	
		texts	
		Learners can use basic descriptive words in writing	
		simple sentence	
		Learners can identify adjectives and use them to	
		describe oneself and other people	
		Learners can read a variety of age – appropriate books	
		and texts from print	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
_	-	novation Communication an	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	ng.
	T	T	T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
мопаау	songs and recite familiar	Read a story aloud to	today?
	rhymes	learners.	today:
	Tityllics	Have them discuss, in	Ask learners to
		pairs/small groups, the	summarize the main
		main and minor	points in the lesson
		characters in the story.	points in the lesson
		characters in the story.	

		a Hava awa wa ha at a ab a	
		Have groups/pairs share	
		their views with the whole	
		class	
		Assessment: let learners	
		identify discuss characters	
		-	
		in a story	
Tuesday	Engage learners to sing	B.READING	What have we learnt
	songs and recite familiar	Have learners read level	today?
	rhymes	appropriate texts	
		independently, with	Ask learners to
		minimal support from	summarize the main
		peers/teacher.	points in the lesson
		<ul> <li>Encourage them to ask</li> </ul>	
		and answer factual and	
		inferential questions	
		about the texts to	
		enhance comprehension	
		Assessment: let learners	
		answer factual and	
		inferential and applicative	
		questions about level-	
		appropriate texts	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
	songs and recite familiar		today?
	rhymes	<ul> <li>Have learners identify</li> </ul>	
		objects in the classroom,	Ask learners to
		e.g. tables, chairs, bags,	summarize the main
		etc.	points in the lesson
		<ul> <li>Let learners tell the</li> </ul>	
		sizes, shapes and colours	
		of the objects. Explain	
		simply to them that the	
		words talk about objects.	
		Have learners work in	
		pairs to write simple	
		sentences, describing	
		objects in the classroom,	
		e. g. My classroom is big.	
		Assessment: let learners	

		words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE  Have learners read level- appropriate texts describing people. • Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words. • Have learners write simple sentences to describe themselves, using the descriptive words identified. • Have learners write parallel sentences to describe their friends	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	Assessment: let learners use adjectives to describe oneself and other people  E.EXTENSIVE READING  Using book tease or book talk, introduce the reading/ library time.  Have a variety of age appropriate books for learners to make a choice from.  Introduce picture or wordless books, pop-up and flip-the-page texts to learners.  Encourage them to read individually and in pairs, and provide support and encouragement	What have we learnt today?  Ask learners to summarize the main points in the lesson

	Assessment: let learners read a variety of age – appropriate books and texts from print	
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Week Ending		
Class	one	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B1.1.3.1.1	
Performance Indicator	Learners can Understand the fraction one-half as the quantity obtained by taking I part when a whole is partitioned into two equal parts	
Strand	NUMBER	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
Monday	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 to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts E.g. 2. Use pictorial representations to explain the fraction half as the quantity obtained by taking 1 part when a whole object is partitioned into two equal parts  One whole one half	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 help learners sort fractions into those that are halves and those that are not halves	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 pictorial representations to help learners sort fractions into those that are halves and those that are not halves	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	Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves	Review the lesson with Learners  Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair	Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves	Review the lesson with Learners  Assessment: have learners to practice with more examples

Week Endi	ing		
Class		one	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B1.4.1.2.1	
Performan	ce Indicator	Learners can explain the ter	rms hot and cold
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF E	NERGY
Teaching/	Learning 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	Ask learners: What types	What have we learnt
	songs and recite familiar	of things are usually hot?	today?
	rhymes	What types of things are	
		usually cold?	Ask learners to
		<ul> <li>Display substances that</li> </ul>	summarize the importan
		are hot or cold (e.g. hot	points of the lesson
		tea, ice cream, ice block,	
		hot water, water at room	
		temperature, cold water.	
		<ul> <li>Learners sort the items</li> </ul>	
		into hot and cold in	
		groups.	
		• Show learners a hot item	
		(learners should not	
		touch) to differentiate it	
		from warm items.	
		Learners compare the	
		samples in terms of	

		touching/feeling the	
		provided samples).	
		Assessment: let learners	
		explain the terms hot and	
		cold	
Thursday	Engage learners to sing	• Learners talk about how	What have we learnt
	songs and recite familiar	we keep hot things hot	today?
	rhymes	and cold things cold for a	
		long time.	Ask learners to
		What will happen if an	summarize the important
		object is placed in the	points of the lesson
		sun?	
		Tell how substances	
		placed in a fridge feel	
		when touched,	
		Learners explore other	
		ways of making things	
		warm (For example,	
		putting them in the sun,	
		touching a phone that has	
		just been charged).	
		A	
		Assessment: let learners	
		explain the terms hot and	
		cold	

Week End	ding		
Class	Class One		
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference	e	RME curriculum Page	
Learning	Indicator(s)	B1.2.2.1.1	
Performance Indicator		Learners can explain the te	rms hot and cold
Strand		Religious Practices and thei	r Moral Implications
Sub stran	d	Religious Festivals in the Th	ree Major Religions in
		Ghana	
Teaching	/ Learning Resources	Pictures	
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ıg.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Guide learners to	What have we learnt
	songs and recite familiar	mention festivals	today?
	rhymes	celebrated in the three	
		religions Christian:	Ask learners to
		Christmas, Easter, etc	summarize the main
		Islamic: Eid-ul-Fitr, Eid-ul-	points in the lesson
		Adha, etc African	
		Traditional Religion (ATR):	
		Odwira, Damba, Homowo,	
		Hogbetsotso, FetuAfahy&,	
		etc.	
		Assessment: let learners	
		explain the terms hot and	
		cold	

Week Endi	ng		
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.5.1.1	
Strand Sub strand Teaching/ Learning Resources		Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.  My Country Ghana  Some Selected Individuals  Pictures	
Core Competencies: Creativity and Innov		novation Communication an	d Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvin	ıg.
	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)
Tuesday	For Learning)  Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners identify Ghanaians of	

diverse fields who have

		contributed significantly to national development	
Thursday	Engage learners to sing songs and recite familiar rhymes	Match individuals with their achievements e. g Theodosia Okoh (national flag), Amon Kotei (coat of arms), Baba Yara (football), Ephraim Amu (music), Kofi Antubam (art and craft), Kow Ansah (Film) etc  Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending		
Class	One	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B1.2.4.2.1	
Performance Indicator	Learners can Identify body parts	
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES	
Sub strand SPACE AWARENESS, DYNAMICS, RELATIONS		
	MANAGEMENT AND STRATEGIES	
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	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	parts of the body. Point at	today?
	while singing and	the body parts such as the	
	clapping to warm-up the	head and let them	Use answers to
	body for maximal	mention the parts they	summarise the lesson.
	performance and to	use in performing physical	
	prevent injuries	activities.	
		Project. Label the body	
		parts with the following	
		names (head, hand, leg,	
		neck and chest	

Week Ending			
Class	One		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B1.4.1.1.1.		
Performance Indicator	Learners can mention the characteristics of a responsible citizen		
Strand	OUR NATION GHANA		
Sub strand	Being a Citizen		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			
Development and Leadership Critical Thinking and Problem Solving.			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the environment tidy, loving your country etc	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners mention the characteristics of a responsible citizen	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners talk about who a responsible citizen is, e.g. obeying parents and school rules, respecting people, taking care of school property, keeping the environment tidy, being polite, keeping the	What have we learnt today?  Ask learners to summarize the main points in the lesson

environment tidy, loving your country etc	
Assessment: let learners mention the characteristics of a responsible citizen	

Week Endi	ng		
Class		one	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	ndicator(s)	B1 1.4.6.1 B1 2.4.6.1	
Performan	ce Indicator	Learners can agree on g	uidelines for viewing and
		expressing feelings and t	choughts about own and
		others' displayed visual art	works
		Learners can agree on g	guidelines for viewing and
		expressing feelings and t	choughts about own and
		others' displayed performing	ng artworks
Strand		VISUAL ARTS PERFORM	ING ARTS
Sub strand		Appreciation and Appraisal	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and	d Collaboration Personal
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② agree to the guidelines	today?
	rhymes	to view, examine and	
		come out with meaning	Ask learners to
		from visual artworks; 2	summarize the main
		express own feelings and	points in the lesson
		ideas about own and	
		others' displayed artworks	
		Assessment: let learners	
		agree on guidelines for	
		viewing and expressing	
		feelings and thoughts	
		about own and others'	
		displayed visual artworks	
		alapiayea visual altivolits	1

Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② agree on guidelines for	today?
	rhymes	use to view, examine and	
		come out with meaning	Ask learners to
		from music, dance and	summarize the main
		drama to express own	points in the lesson
		feelings and ideas of own	
		and others' performed	
		artworks	
		Assessment: let learners	
		agree on guidelines for	
		viewing and expressing	
		feelings and thoughts	
		about own and others'	
		displayed performing	
		artworks	

Learning Inc	dicator (s) (Ref. No.)	B1.3.3.1.2 Combine strokes to form shapes of the	
		lower-case letters.	
Performano	e Indicators	The learner should combine strokes to	
		form shapes of the I	ower-case letters.
Week Endin	g		
Reference		Ghanaian Language curricu	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	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	Draw strokes on papers	What have we learnt
	songs and recite	and give them to learners.	today?
	familiar rhymes	Ask learners to combine	
		the strokes on the papers.	
		• Let learners show their	
		work to the class and	
		discuss it with them.	
		• Draw the strokes on the	
		board and call learners to	
		combine them to form	
		shapes of the lower-case	
		letters.	
		Assessment: let learners	
		combine strokes to form	Review the lesson with
		shapes of the lower-case	learners
		letters	
	Engage leaners to sing	Draw strokes on papers	What have we learnt
	songs and recite	and give them to learners.	today?
	familiar rhymes	Ask learners to combine	
		the strokes on the papers.	

	<ul> <li>Let learners show their work to the class and discuss it with them.</li> <li>Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.</li> </ul>	Review the lesson with learners
	Assessment: let learners combine strokes to form shapes of the lower-case letters	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Draw strokes on papers and give them to learners.</li> <li>Ask learners to combine the strokes on the papers.</li> <li>Let learners show their work to the class and discuss it with them.</li> <li>Draw the strokes on the board and call learners to combine them to form shapes of the lower-case letters.</li> </ul>	What have we learnt today?
	Assessment: let learners combine strokes to form shapes of the lower-case letters	Review the lesson with learners

## TERM TWO BASIC TWO WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC TWO

Name of School.....

Week Endi	ng		
Class	<u> </u>	Two	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Indicator(s)		B2.1.7.1.2 B2.2.7.2.1	B2.4.7.1.1
(-)		B2.5.7.1.1. B2.6.1.1.1	
Performance Indicator		Learners can recognise and relate the sequence of	
r criorinan	ce maleator	_	·
		events (beginning, middle and end) in drama  Learners can demonstrate understanding of the	
		purpose and features of inf	_
		Learners can write or cop	
		substitution tables	y correct sentences from
		Learners can identify pre	positions in sentences to
		indicate days, dates and pla	•
		Learners can read a va	
		appropriate books and texts from print and non-print	
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class library.	
Core Comp	Competencies: Creativity and Innovation Communication and Collaboration Person		
-		Thinking and Problem Solvin	
		0	<b>.</b>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Read a narrative text	today?
	rhymes	aloud to learners,	
		following the procedure in	Ask learners to
		B2.1.6.1.2.	summarize the main
			points in the lesson
		Assessment: let learners	
		identify and relate the	
		'	
		sequence of events	

Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Have learners read informational texts to identify their purpose and features through think- pair-share  Assessment: let learners mention purpose and features of information texts	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 a simple 3-4 column substitution table on the board  I Sing at School We Play Home The Read the park  Have learners identify the words that make up the table.  • With an example, let learners form sentences from the substitution table  Assessment: let learners write or copy correct sentences from substitution tables	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 Let learners use the preposition in, on, in context.	What have we learnt today?  Ask learners to summarize the main points in the lesson

	Assessment: let learners	
	identify prepositions in	
	sentences to indicate	
	days, dates and places	
Engage learners to sing	E.EXTENSIVE READING	What have we learnt
songs and recite familiar	Use the Author's chair to	today?
rhymes	introduce the reading/	
	library time.	Ask learners to
	<ul> <li>Have a variety of age</li> </ul>	summarize the main
	and level-appropriate	points in the lesson
	books for learners to	
	make a choice.	
	<ul> <li>Introduce narratives,</li> </ul>	
	pop-up and flip-the-page	
	texts to learners.	
	• Introduce e-books to	
	learners, if available.	
	·	
	_	
	_	
	Assessment: let learners	
	read a variety of age and	
	, ,	
	•	
	songs and recite familiar	identify prepositions in sentences to indicate days, dates and places  Engage learners to sing songs and recite familiar rhymes  E.EXTENSIVE READING  Use the Author's chair to introduce the reading/ library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books

Week Endi	ng		
Class		Two	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning In	idicator(s)	B2 1.4.6.1 B2 2.	4.6.1
Performan	ce Indicator	Learners can agree on guidelines for viewing visual	
		artworks and for expressing own feelings and thoughts	
		about own and others' displayed artworks	
		Learners can agree on guid	elines for viewing
		performing artworks and ex	xpressing own feelings and
		thoughts about own and ot	hers' performances as
		representations of artwork	•
		other Ghanaian communiti	
Strand		Visual Arts PERFORM	
Sub strand		Appreciating and Appraisin	g
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	Innovation Communication and Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② agree on guidelines for	today?
	rhymes	viewing, examining and	
		expressing own views	Ask learners to
		about the displayed visual	summarize the main
		artworks;	points in the lesson
		2 agree on how to use the	
		agreed guidelines to	
		express own feelings and	
		thoughts about the	
		thoughts about the	
		displayed artworks.	
		_	

viewing visual artworks and for expressing own feelings and thoughts

		about own and others'	
		displayed artworks	
		, ,	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; ③ agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other Ghanaian	
		communities	

Week Ending	
Class	Two
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B2.2.1.1.2
Performance Indicator	Learners can Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.
Strand	ALGEBRA
Sub strand	Patterns and Relationships
Teaching/ Learning Resources	Counters

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Find the missing terms in the following: - 9, 1, 3, 5, 9, 1, 3, 5,; 2, 4, 6, 8, 10,;, - 5, 10,	Review the lesson with Learners  Assessment: have learners to practice with
Tuesday	Sing songs like:  I'm counting one, what is one	Find the missing terms in the following:  15, 20,; or - 54,  55, 56, 57,,	more examples 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.	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") - 5, 10, 15, 20,	Review the lesson with Learners

		- 20, 18, 16, 14,	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.	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") - 5, 10, 15, 20,20, 18, 16, 14,	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	Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, (the rule is "add two") - 5, 10, 15, 20, 20, 18, 16, 14,	Review the lesson with Learners  Assessment: have learners to practice with more examples

Week Endi	ng		
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B2.4.2.2.2	
Performan	ce Indicator	Learners can investigate th	ne function of batteries i
		electronic devices	
Strand		FORCES AND ENERGY	
Sub strand		ELECTRICITY AND ELECTRON	NICS
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)		
Monday	Engage learners to sing	Learners mention	What have we learnt
	songs and recite familiar	common examples of	today?
	rhymes	household electronic	
		appliances.	Ask learners to
		Provide learners with	summarize the importan
		electronic toys that	points of the lesson
		operate on batteries.	
		• Learners discuss how the	
		toys will behave without	
		the battery.	
		Engage learners in an	
		activity to match some	
		named electronic	
		appliances with their uses	
		Assessment: let learners	
		investigate the function of	
		batteries in electronic	
		devices	

Thursday	Engage learners to sing	In groups, learners discuss	What have we learnt
	songs and recite familiar	other gadgets in the home	today?
	rhymes	that use batteries.	
		<ul> <li>Assist learners to draw</li> </ul>	Ask learners to
		and colour any one	summarize the important
		electronic gadget of their	points of the lesson
		choice.	
		<ul> <li>Learners build a paper</li> </ul>	
		circuit using a graphite	
		pencil, battery and LED.	
		Assessment: let learners	
		investigate the function of	
		batteries in electronic	
		devices	

Week Endi	ng		
Class		Two	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference		RME curriculum Page	
Learning In	dicator(s)	B2. 3.1.1.1:	
Performan	ce Indicator	Learners can narrate the s	tory of the early life of the
		religious leaders in the thre	e religions in Ghana
Strand		Religious Leaders	
Sub strand		Early Life of the Leaders of	the three Major Religions
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	• In groups, let learners	What have we learnt
	songs and recite familiar	role play some important	today?
	rhymes	aspects of the early life of	
		a religious leader.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		narrate the story of the	
		early life of the religious	
		leaders in the three	
		religions in Ghana	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.5.1.1	
Performance Indicator	Learners narrate the story of the early life of the	
	religious leaders in the three religions in Ghana	
Strand	My Country Ghana	
Sub strand	Some Selected Individuals	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

**Development and Leadership Critical Thinking and Problem Solving.** 

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	

Week End	ding		
Class		Two	
Subject		PHYSICAL EDUCATION	
Reference	<u> </u>	PE curriculum Page	
Learning	Indicator(s)	B2.2.4.2.1:	
	nce Indicator	Learners can Identify type	es of base of support when
		practicing movement skills	
Strand			RINCIPLES AND STRATEGIES
Sub stran	<u> </u>	SPACE AWARENESS, DYNA	
		MANAGEMENT AND STRA	, ,
Teaching/	Learning Resources	cones	
Core Com	Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
	· nent and Leadership Critical		
•		<b>0</b>	<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Learners jog round a	earners identify types of	What have we learnt
	demarcated area in files	base of support as the	today?
	while singing and	feet, the hands, etc	
	clapping to warm-up the		Use answers to
	body for maximal		summarise the lesson.
	performance and to		
	periormance and to		

Week Ending	
Class	Two
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B2.3.4.1. 1.
Performance Indicator	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, through questions and answers, to talk about the moral lessons they have learnt from early lives of the religious leaders of the three main religions in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Learners explain how they will apply the moral lessons from the religious leaders in their daily lives	
		Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	
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. Learners to talk	
		about the need to	
		emulate the good moral	

values of these religious leaders, so that they can be good citizens.	Ask learners to summarize the main points in the lesson
Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	

Learning Indicator (s) (Ref. No.)		B2.3.3.1.2 Write and practice saying words they have	
Performance Indicators		difficulty with.  The learner should write and practice saying words they have difficulty with.	
Week Ending		they have difficulty with	
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Comp	etencies: Communication a	nd collaboration Personal development and leadership	
DAYS	PHASE 1: STARTER 10  MINS (Preparing The Brain  For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write the letters of the alphabet and simple words on the board and lead learners to say them.</li> <li>Call learners to say them one after the other.</li> <li>Let learners keep practicing those they have difficulty with.</li> <li>Assessment: let learners write and practice saying words they have difficulty with.</li> </ul>	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write the letters of the alphabet and simple words on the board and lead learners to say them.</li> <li>Call learners to say them one after the other.</li> <li>Let learners keep practicing those they have difficulty with.</li> </ul>	What have we learnt today?  Review the lesson with learners

	Assessment: let learners write and practice saying words they have difficulty with.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write the letters of the alphabet and simple words on the board and lead learners to say them.</li> <li>Call learners to say them one after the other.</li> <li>Let learners keep practicing those they have difficulty with.</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners write and practice saying words they have difficulty with.	

## TERM TWO BASIC THREE WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC THREE

Name of School	
Marrie di Scriddi.	

	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. B3.4.9.3.2 B3.5.6.1.1.		
		B3.6.1.1.1		
Performance Indicator		A. Learners can listen to and interact actively		
		within information texts Learners can		
		B. Learners can use self-correction strategies to		
		make meaning whe	n reading texts	
		C. Learners can proofread draft to correct		
		punctuation and spelling errors		
		D. Learners can identify qualifying words		
		E. Learners can read	a variety of age and level-	
		appropriate books and summarise them		
Teaching/	Learning Resources	Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class library.		
Core Comp	etencies: Creativity and Inn	novation Communication and	•	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	d Collaboration Personal g.	
-	ent and Leadership Critical T	PHASE 2: MAIN 40MINS	Collaboration Personal g.  PHASE 3: REFLECTION	
Developme	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS	
Developme	ent and Leadership Critical T	PHASE 2: MAIN 40MINS	Collaboration Personal g.  PHASE 3: REFLECTION	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION  10MINS	
Developme	PHASE 1: STARTER 10  MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE	PHASE 3: REFLECTION  10MINS (Learner And Teacher)	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Before reading, let	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Before reading, let learners think- pair- share,	PHASE 3: REFLECTION 10MINS (Learner And Teacher) What have we learnt today?	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Before reading, let learners think- pair- share, and talk about what they	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Before reading, let learners think- pair- share, and talk about what they already know (K) about	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  A. ORAL LANGAUGE Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  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	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main	
Developme	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  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).	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main	

		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. • Have learners check their editing through CUPS: C – Capitalisation	What have we learnt today?  Ask learners to summarize the main points in the lesson

		U – language Usage P – Punctuation S – Spelling • Let learners do peer editing: learners check their partners' writing for punctuation and spelling	
		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. • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives,	What have we learnt today?  Ask learners to summarize the main points in the lesson
		expository, procedural texts to learners.  • Guide learners to select books for readings	

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

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

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire	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.	Ask learners to colour given fractions of given groups of object or match fractions to given groups of objects	Review the lesson with Learners

	2 - Two pair, two pair come pair let us pair	Grole 1 0 0 Grole 1 対策放射 Grole 3 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4	Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair	Ask learners to cut given fractions from a given (e.g. 12cm long) card, bar or stick	Review the lesson with Learners  Assessment: have learners to practice with more examples
Thursday	Sing songs like: I'm counting one, what is one	Ask learners to locate the missing fractions on the number line	Review the lesson with Learners  Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one  1 - One is one alone,	Ask learners to locate the missing fractions on the number line	Review the lesson with Learners  Assessment: have learners to practice with more examples

Week Endi	ing		
Class		Three	
Subject		SCIENCE	
Reference	Reference Science curriculum Page		
Learning Indicator(s)		B3.4.1.2.1	
Performance Indicator		Learners can know heat as a form of energy and	
		identify some sources of heat	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/	Learning Resources	Pictures	
Core 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	Learners rub their palms	What have we learnt
	songs and recite familiar	together vigorously for a	today?
	rhymes	while and after that touch	
		their cheeks with their	Ask learners to
		palms.	summarize the important
		• learners describe how	points of the lesson
		they feel in their palms	
		when they touch their	
		cheeks.	
		Ask learners to come out	
		with other processes that	
		can generate heat. e.g.	
		lighting of fire, charging a	
		laptop, charging a mobile	
		phone, a bulb/light that is	
		switched on for a long	
		time.	
		• Learners talk about heat	
		as a form of energy	

		Assessment: let learners describe heat as a form of energy and identify some sources of heat	
Thursday	Engage learners to sing 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 Ending	
Class	Three
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B3.3.4.1. 1.
Performance Indicator	Learners can describe the youthful lives of the leaders
	of the three major religions in Ghana
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

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

(i). The Lord Jesus Christ 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	Ask learners to summarize the main points in the lesson
Assessment: let learners describe the occupations of the religious leaders	

Week Endi	ng		
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.4.1.1	
Performance Indicator		Learners can identify the forts and castles built alon	
		the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inr	novation Communication ar	nd Collaboration Personal
Developme	ent and Leadership Critical	Thinking and Problem Solvi	ng.
<u> </u>			<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss the use to which	What have we learnt
	songs and recite familiar	these forts and castles	today?
	rhymes	were put since Ghana	
		gained independence	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		mention use to which	
		these forts and castles	
		were put since Ghana	
		gained independence	
		gained independence	
Thursday	Engage learners to sing	Discuss the use to which	What have we learnt
Thursday	Engage learners to sing songs and recite familiar	-	What have we learnt today?
Thursday		Discuss the use to which	
Thursday	songs and recite familiar	Discuss the use to which these forts and castles	
Thursday	songs and recite familiar	Discuss the use to which these forts and castles were put since Ghana	today?
Thursday	songs and recite familiar	Discuss the use to which these forts and castles were put since Ghana	today? Ask learners to
Thursday	songs and recite familiar	Discuss the use to which these forts and castles were put since Ghana gained independence	today?  Ask learners to summarize the main
Thursday	songs and recite familiar	Discuss the use to which these forts and castles were put since Ghana gained independence  Assessment: let learners	today?  Ask learners to summarize the main

gained independence

Week End	ding		
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B3.2.5.2.2:	
Performa	nce Indicator	Learners can explain the similar movement element	
		of the underhand throw an	d the underhand volleybal
		serve	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stran	d	SPACE AWARENESS, DYNAM	AICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication and	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)
		'	
Friday	(Preparing The Brain	'	
Friday	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Friday	(Preparing The Brain For Learning)  Learners jog round a	Assessment)  Learners identify that the	(Learner And Teacher)  What have we learnt
Friday	(Preparing The Brain For Learning)  Learners jog round a demarcated area in files	Assessment)  Learners identify that the similarities between	(Learner And Teacher) What have we learnt
Friday	(Preparing The Brain For Learning)  Learners jog round a demarcated area in files while singing and	Assessment)  Learners identify that the similarities between underhand throw and	(Learner And Teacher)  What have we learnt today?
Friday	(Preparing The Brain For Learning)  Learners jog round a demarcated area in files while singing and clapping to warm-up the	Assessment)  Learners identify that the similarities between underhand throw and underhand volleyball	(Learner And Teacher) What have we learnt today? Use answers to

i. Stance

ii. Flexing of kneesiii. Hand swingiv. Follow through

learners practice

prevent injuries

Week End	ding		
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning I	Indicator(s)	B3.3.1.1.1	
Performa	nce Indicator	Learners can describe the	youthful lives of the leader
		of the three major religions	in Ghana.
Strand		Religious Leaders	
Sub stran	d	The Youthful Life of the Lea	ders of the three Major
		Religions	
Teaching/	Learning Resources	Pictures	
Core Com	petencies: Creativity and Ini	novation Communication and	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	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.	
	i		
		Assessment: let learners	

	of the leaders of the three	
	major religions in Ghana	

•		
iig	Throo	
	Learners can agree on guidelines for viewing artworks and expressing own feelings and thoughts about own and others' displayed visual artworks as representations of artworks produced or found in other African communities  Learners can agree on guidelines for viewing performing artworks and expressing own feelings and thoughts about own and others' performances as representations of artworks produced or found in other African communities	
	VISUAL ARTS PERFORM	IING ARTS
	Appreciating and Appraising	
Learning Resources	Pictures	
		g. PHASE 3: REFLECTION
		10MINS
(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Engage learners to sing songs and recite familiar rhymes	Learners are to:  ② agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual	What have we learnt today?  Ask learners to summarize the main points in the lesson
	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	Three  CREATIVE ARTS  Creative Arts curriculum  Indicator(s)  B3 1.4.6.1  B3 2.  Learners can agree on guide and expressing own feeling and others' displayed representations of artworks other African communities.  Learners can agree of performing artworks and enter thoughts about own and representations of artworks other African communities.  VISUAL ARTS PERFORM  Appreciating and Appraisin  Appreciating and Appraisin  PHASE 1: STARTER 10  MINS  (Preparing The Brain For Learning)  Engage learners to sing songs and recite familiar rhymes  Three  CREATIVE ARTS  B3 1.4.6.1  B3 2.  Learners can agree on guide and expressing own feelings and thoughts  PHASE 1: STARTER 10  Appreciating and Appraising and Problem Solving  Learners are to:  B agree to the guidelines for viewing, examining and reporting own feelings and thoughts

		Assessment: let learners agree on guidelines for viewing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  ② agree on guidelines for viewing, examining and expressing own views about the music, dance and drama performances; ③ agree on how to use the agreed guidelines to express own feelings and thoughts about own and others' displayed music, dance and drama performances  Assessment: let learners agree on guidelines for viewing performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

correctly B3.5.3.1.3 Use present continuous action words in simple sentences.  Performance Indicators  Performance Indicators  The learner should write present continuous action words correctly The learner should use present continuous action words in simple sentences.  Week Ending  Reference Ghanaian Language curriculum  Subject GHANAIAN LANGUAGE  Teaching/ Learning Resources Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Engage leaners to sing song sand recite continuous action words on flashcards. Lead learners to say the words as a group and then individually. Use the flashcards to help learners to write present continuous action words and let learners write the present continuous forms. E.g. Sitting, walking, jumping and thinking.  Assessment: let learners write present continuous action words correctly	Learning Indicator (s) (Ref. No.)		B3.5.3.1.2 Write present co	ntinuous action words
simple sentences.  Performance Indicators  • The learner should write present continuous action words correctly • The learner should use present continuous action words in simple sentences.  Week Ending  Reference  Ghanaian Language curriculum  Subject  GHANAIAN LANGUAGE  Teaching/ Learning Resources  Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS  PHASE 1: STARTER 10  MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Engage leaners to sing song sand recite continuous action words on flashcards. • Lead learners to say the words as a group and then individually. • 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.  Assessment: let learners write present continuous  Assessment: let learners write present continuous  Assessment: let learners write present continuous			correctly	
Performance Indicators  The learner should write present continuous action words correctly The learner should use present continuous action words in simple sentences.  Week Ending  Reference Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Ghanaian Language curriculum  Faching/Learning Resources  Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  For Learning)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  For Learning and then individually.  Lead learners to say the words as a group and then individually.  Lead learners to say the words as a group and then individually.  Lead 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.  Assessment: let learners write present continuous			B3.5.3.1.3 Use present continuous action words in	
continuous action words correctly  The learner should use present continuous action words in simple sentences.  Week Ending  Reference  Ghanaian Language curriculum  Subject  Teaching/ Learning Resources  Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS  PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  For Learning)  • Write present continuous action words on flashcards. • Lead learners to say the words as a group and then individually. • Use the flashcards to help learners to write present continuous action words and let learners write the present continuous forms. E.g.  Sitting, walking, jumping and thinking.  Assessment: let learners write present continuous write present continuous write present continuous write present continuous forms. E.g.  Sitting, walking, jumping and thinking.  Assessment: let learners write present continuous			simple sentences.	
Week Ending  Reference Ghanaian Language curriculum  Subject GHANAIAN LANGUAGE  Teaching/ Learning Resources Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  Miliar rhymes  PHASE 2: MAIN 40MINS (Learner And Teacher)  What have we learnt today?  What have we learnt today?  What have we learnt today?  What have we learnt today?  Review the lesson with learners to write present continuous action words in sentences.  Give learners to write present continuous action words and let learners write the present continuous forms. E.g.  Sitting, walking, jumping and thinking.  Assessment: let learners write present continuous	Performand	ce Indicators	• The learner	should write present
Week Ending  Reference Ghanaian Language curriculum  Subject GHANAIAN LANGUAGE  Teaching/ Learning Resources Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10  MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Viete present continuous action words on flashcards.  • Lead learners to say the words as a group and then individually.  • Use the flashcards to help learners to write present continuous action words and let learners write the present continuous forms. E.g. Sitting, walking, jumping and thinking.  Assessment: let learners write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present continuous write present contin			continuous action w	ords correctly
Week Ending   Reference   Ghanaian Language   curriculum				•
Reference Subject GHANAIAN LANGUAGE Teaching/ Learning Resources Manila cards, markers, recorded audios visual Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes  PHASE 2: MAIN 40MINS (New Learning Including Assessment)  What have we learnt continuous action words on flashcards. Lead learners to say the words as a group and then individually. 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. Assessment: let learners write present continuous			continuous action w	ords in simple sentences.
Subject GHANAIAN LANGUAGE  Teaching/ Learning Resources Manila cards, markers, recorded audios visual  Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  Phase 2: MAIN 40MINS (New Learning Including Assessment)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  PHASE 3: REFLECTION 10MI		ng		
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DAYS  PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Today?  Review the lesson with 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.  Assessment: let learners write present continuous write present continuous write present continuous	Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  • Write present continuous action words on flashcards. • Lead learners to say the words as a group and then individually. • 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.  Assessment: let learners write present continuous  Assessment: let learners write present continuous	Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
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write present continuous			Assessment: let learners	
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		T
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a popular play song they know.</li> <li>Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> <li>Assessment: let learners use present continuous action words in simple sentences.</li> </ul>	What have we learnt today?  Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners sing a popular play song they know.</li> <li>Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> <li>Assessment: let learners use present continuous action words in simple sentences.</li> </ul>	What have we learnt today?  Review the lesson with learners

## TERM TWO BASIC FOUR WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC FOUR

Name of School.....

Week Endin	g		
Class	Class Four		
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Inc	licator(s)	B4.1.7.1.7. B4.2.7.1.3.	
, ,		B4.4.12.1.1 B4.5.6.1.1.	
Performance Indicator			ompare and contrast
			more ideas) from texts
		B. Learners can skim for	•
			egular form of the simple
		past tense of verbs	abaiar romm or the ample
		D. Learners can	use descriptive
			o describe places, personal
		experiences and eve	
		•	lverbs to talk about when
			n of a verb took place
			variety of age- and level
		appropriate books	. •
		paragraph summary	•
Teaching/ Le	earning Resources	Word cards, sentence cards	
O.	J	on a manila card and a class	•
Core Compe	etencies: Creativity and Inn	ovation Communication and	·
-		Thinking and Problem Solvin	
•	·		<u>-</u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Guide learners to compare	today?
	rhymes	and contrast the content	
		of different texts	Ask learners to
		read/discussed (pay	summarize the main
		attention to the	points in the lesson
1			

		differences and the	
		similarities).	
		Assessment: let learners compare and contrast information (two or more ideas) from texts	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading.  Assessment: let learners skim for main ideas in texts	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.GRAMMAR Revise main and auxiliary verbs by having learners identify them in sentences. Introduce learners to the concept of regular verbs. Elicit examples from learners and have them used sentences The irregular verbs form their past tense differently. They do not add "d" or "ed". Provide a passage having regular and irregular verbs in the present tense. Learners rewrite the sentences in the past.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use regular form of the	

		simple past tense of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Revise adjectives by having learners describe familiar people, objects and places in their environment. • Learners in their groups talk about interesting places they have visited. • Guide them to describe places of their choice using knowledge of adjectives. • Have them do peer editing and share their work with the class.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence. Introduce drills to provide oral practice  Assessment: let learners	What have we learnt today?  Ask learners to summarize the main points in the lesson
		use adverbs to write about when and where the action of a verb took place	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently	Have learners to tell what they read to the whole class

books of their choice during the library period. • Learners think-pairshare their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback Assessment: let learners read a variety of age- and level appropriate books and present a-twoparagraph summary of each book read

Week Ending			
Class	Four		
Subject	SCIENCE		
Reference	Science curriculum Page		
Learning Indicator(s) B4.4.2.1.1			
Performance Indicator Learners can identify the uses of electricity			
Strand FORCES AND ENERGY			
Sub strand	ELECTRICITY AND ELECTRONICS		
Teaching/ Learning Resources Pictures			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Begin by asking learners	What have we learnt
	songs and recite familiar	what they use to iron their	today?
	rhymes	school uniforms.	
		<ul> <li>Use simple activities to</li> </ul>	Ask learners to
	Discuss the functions of	demonstrate uses of	summarize the important
	parts of plants with	electricity, (e.g. providing	points of the lesson
	learners	light, powering TVs,	
		mobile phones, cooking,	
		heating water, etc.)	
		Assessment: let learners	
		write the uses of	
		electricity	
Thursday	Engage learners to sing	Learners draw things in	What have we learnt
	songs and recite familiar	the home and at school	today?
	rhymes	that use electricity.	
			Ask learners to
		Project: Electricity	summarize the important
		Generation Learners, in	points of the lesson
		groups, generate	
		electricity from fruit cells	
		(orange, lime, tomatoes,	
		potatoes and apple) and	
		fuel cells, e.g. water.	

	Assessment: let learners	
	write the uses of	
	electricity	

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4.3.3.1.1.
Performance Indicator	Learners can explain fundamental human rights of a
	child
Strand	OUR BELIEFS AND VALUES
Sub strand	Basic Human Rights
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners explain human	What have we learnt
	songs and recite familiar	rights e.g. human rights	today?
	rhymes	are rights that	
		acknowledge the dignity	Ask learners to
		and worth of an individual	summarize the main
		and ensure that equal	points in the lesson
		right and opportunities	
		are available to all without	
		discrimination.	
		Learners discuss their	
		rights under equality e.g.	
		right to life, right to	
		family, right to protection.	
		Assessment: let learners	
		explain fundamental	
		human rights of a child	
Thursday	Engage learners to sing	Learners compose songs	What have we learnt
	songs and recite familiar	and rhymes on	today?
	rhymes	fundamental human rights	
		in Ghana. Learners	

develop posters describing	
fundamental human rights	summarize the main
of a child using pictures	points in the lesson
and internet.	
Assessment: let learners	
explain fundamental	
human rights of a child	

Week Ending	
Class	Four
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B4.3.1.1.1
Performance Indicator	Learners can describe the call of the religious leaders
Strand	Religious Leaders
Sub strand	The Call of the Leaders of the Three Major Religions
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, ask learners to dramatise or roleplay the call of the religious personalities.  • Let learners write on the call of the religious personalities and present their works to class for discussion.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners describe the call of the religious leaders	

Week Ending		
Class	Four	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B4.3.3.1.1	
Performance Indicator	Learners can describe European missionary activities in	
	Ghana	
Strand	Europeans in Ghana	
Sub strand	Missionary Activities	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		
Development and Leadership Critical Thinking and Problem Solving.		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discuss other activities	What have we learnt
	songs and recite familiar	they engaged in (trade,	today?
	rhymes	vocational training	
		centres, health facilities,	Ask learners to
		development of alphabets	summarize the main
		for some local languages	points in the lesson
		and translation of the	
		Bible into local languages).	
		Assessment: let learners	
		describe European	
		missionary activities in	
		Ghana	
Thursday	Engage learners to sing	Debate the effects of	What have we learnt
	songs and recite familiar	European activities in	today?
	rhymes	Ghana.	
			Ask learners to
		Assessment: let learners	summarize the main
		mention the effects of	points in the lesson
		European activities in	
		Ghana.	

Week Ending		
Class	Four	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B4. 1.1.1.4 B4 2.1.1.4.	
Performance Indicator	Learners can make decisions for designing and creating own visual artworks that will reflect the natural and manmade environments of some communities in Ghana.  Learners can generate own ideas for composing and performing own artworks that will reflect the natural and manmade environments of some communities in Ghana	
Strand	Visual Arts Performing Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	☑ go on out-of-the-	today?
	rhymes	classroom walk to observe	
		the natural and manmade	Ask learners to
		surroundings;	summarize the main
		2 collect samples of	points in the lesson
		natural and manmade	
		objects, take photographs,	
		or make videos of objects	
		that interest them;	
		② examine the	
		samples/pictures for their	
		shapes, texture, colours,	
		size, lines, etc. and gather	
		ideas on artworks	
		suggested;	
		② reflect on the shapes,	
		texture, colour,	

	suggestions of movement, pattern, rhythm, etc. to generate ideas for designing and making own artworks.  Assessment: let learners make decisions for designing and creating own visual artworks	
Engage learners to sing songs and recite familiar rhymes	Learners are to:  ② go on out-of-the- classroom walks to observe natural and manmade things in the surroundings; ② observe the movement patterns of natural and manmade objects; ③ listen to sounds created by natural and manmade objects ③ record the movement and sounds of natural and manmade objects that interest the learners; ⑤ study and analyse the movements and sounds observed, listened to or recorded; ⑥ think about own collection of movement and sound patterns and use them to generate ideas for planning own music, dance, drama or poetry compositions and performances	What have we learnt today?  Ask learners to summarize the main points in the lesson

Assessment: let learners	
generate own ideas for	
composing and	
performing own artworks	

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.2.1.1.1 B4.2.1.1.2 B4.2.1.1.3 B4.2.1.2.1	
	B4.2.1.2.2	
Performance Indicator	Learners can describe the pattern found in a given table or	
	chart.	
	Learners can determine the missing element(s) in a given	
	table or chart.	
	Identify the error(s) in a given table or chart.	
	Learners can create a concrete representation of a given	
	pattern displayed in a table or chart.	
	Learners can create a table or chart from a given concrete	
	representation of a pattern.	
Strand	Algebra	
Sub strand	Patterns and Relationships	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3:
	10	(New Learning Including	REFLECTION
	MINS	Assessment)	10MINS
	(Preparing The		(Learner And
	Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Using a hundred chart, ask students	Review the lesson
		to colour each number as they skip	with Learners
	I'm counting one,	count by 2s and describe the pattern	
	what is one	created. Repeat for 3, 4, 5, 6, 7, 8,	
	1 - One is one	and 9. Ask students to describe what	
	alone, alone it shall	changes they notice as the numbers	Assessment: have
	be.	increase. Note to what extent	learners to practice
	2 - Two pair, two	students:	with more examples
	pair come pair let	(i) identify all, some or none of the	
	us pair	multiples of a given number.	
	3 - Turn around	(ii) are able to predict and extend	
	4 - Follow me	the pattern.	
	5 - Fire		

		(iii) are able to describe the pattern by relating it to similar designs in the real world									
Tuesday	Sing songs like:	Provide students with a chart with					Review the lesson				
		missin	missing numbers and ask them to				with Learners				
	I'm counting one,	identi	fy th	e m	issir	ng n	um	ber	s ar	nd	
	what is one	explai	n the	eir r	eas	onir	ng				
	1 - One is one										Assessment: have
											learners to practice
								with more examples			
Wednesday	Sing songs like:	Provid	le a r	map	pin	g ta	ble	con	ntair	ning	Review the lesson
		errors	. Ask	stu	ıder	its t	o io	dent	ify	and	with Learners
	I'm counting one,	explai	n wh	ere	the	pa ⁻	tter	n h	as e	errors	
	what is one		Ni	ımb	or		Jun	nbei	r		
	1 - One is one			Tab				hair			Assessment: have
	alone, alone it shall		01		103	_			3		learners to practice
	be.			1				4			with more examples
	2 - Two pair, two			2			8	3			
	pair come pair let			3			1	2			
	us pair			4			1	.8			
	3 - Turn around		5 20								
	4 - Follow me										
	5 - Fire			6				.4			
Thursday	Sing songs like:	Provide a table showing a pattern (involving one operation) such as the one below. Students can complete the table and create a concrete representation using					Review the lesson				
							with Learners				
	I'm counting one,										
	what is one										
	1 - One is one						Assessment: have				
	alone, alone it shall	linking cubes or other manipulatives			learners to practice						
	be.	Figur		1	2	3	4	5	]		with more examples
		Num		3	6	9	?	?	-		·
			ber	3	В	9	ŗ	ŗ			
		of									
		Cube	:5						]		

Sing songs like: Present learners with a geometric Friday Review the lesson design series, such as the one shown with Learners below. Ask them to extend the I'm counting one, pattern and record it in a T-chart. what is one Ask learners what the 10th step 1 - One is one Assessment: have would be. What would the 12th learners to practice alone, alone it shall step be? What would the 20th step be. with more examples be? 2 - Two pair, two 2 3 4 pair come pair let us pair 3 - Turn around 4 - Follow me Design # # of 5 - Fire Square 1 1 2 2 3 3 4 4

Week Ending					
Class	Four				
Subject	PHYSICAL EDUCATION				
Reference	PE curriculum Page				
Learning Indicator(s)	B4.3.1.3.1				
Performance Indicator	Learners can perform 15 minutes' brisk walk with				
	music				
Strand	PHYSICAL FITNESS				
Sub strand	AEROBIC CAPACITY, STRENGTH,				
	ENDURANCE, FLEXIBILITY AND BODY COMPOSITION				
	CONTENT				
Teaching/ Learning Resources	cones				
Core Competencies: Creativity and I	nnovation Communication and Collaboration Personal				

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION  10MINS		
	MINS	(New Learning Including			
	(Preparing The Brain	Assessment)	(Learner And Teacher)		
	For Learning)				
Friday	Learners jog round a	Learners warm up to begin	What have we learnt		
	demarcated area in files	activities. Learners swing	today?		
	while singing and	their arms by walking			
	clapping to warm-up the	briskly within a	Use answers to		
	body for maximal	demarcated area at their	summarise the lesson.		
	performance and to	own pace.			
	prevent injuries				

		T					
Week Ending	g						
Class		four					
Subject		COMPUTING					
Reference		Computing curriculum Page					
Learning Ind	licator(s)	B4.1.3.2.2.					
Performance Indicator		Learners can describe various tools or techniques of data collection					
							Strand
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE				
Teaching/ Le	earning Resources	Laptop					
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal				
Developmen	nt and Leadership Critical 1	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)						
	Engage learners to sing	Guide learners to explore	What have we learnt				
Wednesday	songs and recite familiar	the tools for collecting	today?				
	rhymes	data and aid them to	,				
	·	make practical examples	Ask learners to				
		of the various tools.	summarize the main				
			points in the lesson				
			'				
		Assessment: let learners					
		describe various tools or					
		techniques of data					
		collection					
		Concetion					

Learning Indicator (s) (Ref. No.)		B4.5.3.1.3 Use past tense action words in short					
zeag maicato. (3) (her. 140.)		sentences					
		B4.5.4.1.1 Recognise the positive comparative words					
		and superlative words of regular adjectives.					
		B4.5.4.1.2 Differentiate between comparative and					
		superlative words/adjective	·				
		B4.5.4.1.3 Use comparative and superlative					
		words/adjectives in senten	•				
Performan	ce Indicators	The learner should use past tense					
		action words in sho	-				
		The learner :	should recognise the				
		-	e words and superlative				
		words of regular ad					
		• The learner s	should differentiate				
		words/adjectives	ve and superiative				
		_	should use comparative				
		and superlative wor	ds/adjectives in sentences				
Week Ending							
Reference		Ghanaian Language curric	ulum				
Subject		GHANAIAN LANGUAGE					
Teaching/	Learning Resources	Manila cards, markers, recorded audios visual					
Core Comp	etencies: Communication a	and collaboration Personal development and leadership					
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION				
	MINS	(New Learning Including	10MINS				
	(Preparing The Brain	Assessment)	(Learner And Teacher)				
	For Learning)						
	Engage leaners to sing	With the learners'	What have we learnt				
	songs and recite	contribution use past	today?				
	familiar rhymes	tense action words to					
		write short sentences on					
		the board.					
		Let learners read the					
		sentences on the board.					
		Lead learners to					
		recognise the past tense	Review the lesson with				
		action words in the	learners				
		sentences.					
		• Let learners use past					
		tense action words in					
		short sentences on their					
		own and read aloud for					

	other learners to	
	recognise the past tense	
	action word.	
	• Let learners use the past	
	tense action words to	
	form sentences.	
	Torri sericences.	
	Assessment: let learners	
	use past tense action	
	words in short sentences	
Engage leaners to sing	Let learners sing a	What have we learnt
songs and recite	familiar song.	today?
familiar rhymes	• In pairs, let learners	
,,,,,	compare their heights,	
	sizes, nature, etc.	
	Help learners to	
	recognise the words that	
	are used to express	
	comparative and	
	superlative forms.	
	superiutive forms.	
	• In pairs, let learners	
	differentiate between the	
	comparative and	
	superlative	Review the lesson with
	words/adjectives. E.g.	learners
	Better, best more	
	beautiful, most beautiful	
	Seachan, most seading	
	Assessment: let learners	
	identify the positive	
	comparative words and	
	superlative words of	
	regular adjectives in	
	sentences	
	, <u> </u>	

Engage leaners to sin songs and recite familiar rhymes	<ul> <li>In groups let learners use comparative and superlative words/adjectives in sentences.</li> <li>Assist learners to recognise comparative and superlative words/adjectives in sentences.</li> <li>Let learners use these words to form sentences: more beautiful, most beautiful, e.g. Kofi is a better keeper but Ama is</li> </ul>	What have we learnt today?
	Assessment: let learners use comparative and superlative words/adjectives in sentences	Review the lesson with learners

## TERM TWO BASIC FIVE WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC FIVE

Name of School.....

Week Endir	ng			
Class		Five		
Subject		ENGLISH LANGUAGE		
Reference		English Language curricu	ulum Page	
Learning Inc	dicator(s)	B5.1.7.1.5 B5.2.7.2.1	B5.3.4.1.1 B5.4.11.1.1	
		B5.5.4.1.4. B5.6.1.1.1		
Performano	e Indicator	A. Learners can a	sk relevant questions to expand	
		comprehension	of details of texts	
			espond to a text with simple	
		judgment		
		C. Learners can use	comparatives forms of regular and	
		irregular adject	ives to make comparisons: –	
		Regular e.g. shor	ter – Irregular: better	
		D. Learners can write freely on topics of choice on		
		issues in the community		
		E. Learners can use singular and plural subjects and		
		the verb forms t	hat go with them	
		F. Learners can rea	d a variety of age- and level	
		appropriate boo	ks and present at least a-three-	
		paragraph summ	nary of each book read	
Teaching/ L	earning Resources	Word cards, sentence c a manila card and a clas	ards, letter cards, handwriting on	
Core Compe	etencies: Creativity and		on and Collaboration Personal	
-	•	al Thinking and Problem S		
DAYS	PHASE 1: STARTER	PHASE 2: MAIN	PHASE 3: REFLECTION	
	10	40MINS	10MINS	
	MINS	(New Learning	(Learner And Teacher)	
	(Preparing The	Including		
	Brain	Assessment)		
	For Learning)			
Monday	Engage learners to	Through discussion,	What have we learnt today?	
	sing songs and	learners identify some		
	recite familiar	interesting stories or	Ask learners to summarize the	
	rhymes	texts they have heard	main points in the lesson	
		or read.		

	1		
		<ul> <li>Assist learners to</li> </ul>	
		talk about the content	
		of the stories/texts	
		after re-telling the	
		story.	
		Encourage learners to	
		ask relevant questions	
		to expand their	
		comprehension of the	
		details of the text.	
		Assessment: let	
		learners talk about the	
		content of the	
		stories/texts	
Tuesday	Engage learners to	B.READING	What have we learnt today?
	sing songs and	Use appropriate	,
	recite familiar	questions to guide	Ask learners to summarize the
	rhymes	learners read, identify	main points in the lesson
		and present points of	
		view in a text.	
		• Learners create a	
		mental image from the	
		text read visualising/	
		bringing the text to life by engaging the	
		imagination and using	
		all the senses e.g. use	
		questions to guide	
		them do this activity.	
		Can you describe	
		pictures or images you	
		made in your head	
		when you read the	
		text? • Through relevant	
		questions, have	
		learners respond to the	
		text with simple	
		judgment.	
		Learners should	
		present their points in	
		written or oral form	

0		I	
		Assessment: let learners respond to a text with simple judgment, present their points in writing	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest.  Introduce learners to formation of comparison for irregular adjectives.  Let them form the comparative forms for irregular adjectives. e.g. good better Bad worse	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners use comparatives forms of regular and irregular adjectives in sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Revise the stages of the writing process • Have learners follow the writing process to create their own pieces on a given topic.  Assessment: let	What have we learnt today?  Ask learners to summarize the main points in the lesson
		learners write freely on topics of choice on	

		issues in the community	
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Note: Let learners use the various tenses(simple, present perfect and past perfect).	What have we learnt today?  Ask learners to summarize the main points in the lesson
		<ul> <li>Revise work done on subject-verb agreement and give additional practice.</li> <li>Review the listed tenses.</li> <li>Demonstrate that more than one of these may be used in an essay, e.g. the simple present and the simple past as well as simple past and the past perfect.</li> </ul>	
		Assessment: let learners use singular and plural subjects and the verb forms that go with them	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Have learners read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-three	Have learners to tell what they read to the whole class

	paragraph summary of the book read. • Invite individuals to present their work to the class for feedback	
	Assessment: let learners read a variety of age- and level appropriate books and present at least a- three-paragraph summary of each book read	

Week Endi	ng			
Class		Five		
Subject		MATHEMATICS		
Reference		Mathematics curriculum Pag	ge	
Learning In	dicator(s)	B5.2.1.1.4 B5.2.1.1.5		
Performan	ce Indicator	Learners can Represent a give	n pattern visually to verify	
		predictions		
		Learners can solve a given pr	oblem by using a pattern	
		rule to determine subsequent	t elements	
Strand		2. ALGEBRA		
Sub strand		1: Patterns and Relationships		
Teaching/	Learning Resources	Counters		
Core Comp	etencies: Creativity and In	novation Communication and	<b>Collaboration Personal</b>	
Developme	ent and Leadership Critical	Thinking and Problem Solving	<b>.</b>	
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:	Ask learners to examine the	Review the lesson with	
		pattern in the table below	Learners	
	I'm counting one, what	which shows the number of		
	is one	match sticks used in making		
1 - One is one alone,		a pattern of triangles.	Assessment: have	
	alone it shall be.	$\triangle$ $\triangle$	learners to practice with	
	2 - Two pair, two pair	Pottern 1 Pattern 2	more examples	
	come pair let us pair	Pattern 3		
	3 - Turn around			
	4 - Follow me			
	5 - Fire			

		Pattern	1	2	3	4	5	
		Number						
		(sticks						
		in side)						
		Number	3	9	18			
		of			10			
		match						
		sticks						
		Ask learne	rc t		0 100	) >+ ob		
		sticks to m			-			
		of triangle						
		the table.						
		describe th				•		
Tuesday	Sing songs like:	Ask learne						Review the lesson with
		pattern in						Learners
	I'm counting one, what	which show						
	is one	match stic	ks ι	ised	in m	naki	ng	
	1 - One is one alone,	a pattern o	of so	qua	res			Assessment: have
	alone it shall be.	Ask learne	rs t	o us	e ma	atch	)	learners to practice with
	2 - Two pair, two pair	sticks to m	ake	the	e pat	terr	าร	more examples
	come pair let us pair	of triangle	s ar	id c	ompl	lete		
	3 - Turn around	the table.	Gui	de l	earn	ers	to	
	4 - Follow me	describe th	ne r	elat	ionsl	hip		
	5 - Fire		_		1	ı		
		Pattern	1	2	3	4	5	
		Number						
		(sticks in						
		side)						
		Number	1	4	9			
		of						
		Pattern						
		1						
		triangles						
			_1	Ī	1	1	1	
		''	_	'	<b>-</b>	-	<b>⊸</b>	
Wednesday	Sing songs like:	Ask learne	rs t	0 W	rite			Review the lesson with
	0 <del>0</del> .	questions				ımh	er	Learners
	I'm counting one, what	•						
	is one	or geometric patterns for their friends to find answers			Assessment: have			
	1 - One is one alone,	to; e.g. how many match			learners to practice with			
	alone it shall be.	sticks will l		-				more examples
	מוטווב וג אוומוו שב.	9th patter						more evaluties
		Jui patter	וט וו	ગ્યા	aai CS	); П	υw	

	2 T		
	2 - Two pair, two pair	many match sticks will be	
	come pair let us pair	used for the 8th pattern of	
	3 - Turn around	squares	
	4 - Follow me		
	5 - Fire		
Thursday	Sing songs like:	Ask learners to describe the	Review the lesson with
		pattern rule for each	Learners
	I'm counting one, what	example and determine the	
	is one	next three elements of each:	Assessment: have
	1 - One is one alone,	(i) 1, 10, 7, 70, 67, 670,	learners to practice with
	alone it shall be.	(ii) 10, 12, 16, 22, 30	more examples
		(iii) 50, 48, 47, 45, 44	
Friday	Sing songs like:	Ask learners to describe the	Review the lesson with
		pattern rule for each of the	Learners
	I'm counting one, what	patterns and determine the	
	is one	next three elements:	
	1 - One is one alone,	(i) .25, .5, .75,,,,	
	alone it shall be.	(ii) 2.50, 5, 7.50,,,	Assessment: have
	2 - Two pair, two pair	(iii) 64, 32, 16, ,,,	learners to practice with
		(iv) 900, 450, 225, ,,	more examples
		,	

Week Ending	
Class	Five
Subject	SCIENCE
Reference	Science curriculum Page
Learning Indicator(s)	B5.4.1.1.2
Performance Indicator	Learners can know how to use electricity efficiently in
	the home
Strand	4: FORCES AND ENERGY
Sub strand	1: SOURCES AND FORMS OF ENERGY
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners mention names	What have we learnt	
	songs and recite familiar	of things that use	today?	
	rhymes	electricity in the home.		
		Brainstorm with learners	Ask learners to	
		to come out with how	summarize the important	
		they use the electrical	points of the lesson	
		gadgets.		
		• Learners talk about what		
		will happen if electrical		
		gadgets are not switched		
		off when not in use.		
		Elaborate on and link		
		learners' ideas with the		
		issue of power outages		
		and crisis which come as a		
		result of the efficient use		
		of electricity in our homes		
		and industries.		
		Assessment: let learners		
		mention how to use		
		electricity efficiently in the		
		home		

Thursday	Engage learners to sing	• Learners, in a think-pair-	What have we learnt
	songs and recite familiar	share activity, identify	today?
	rhymes	how they can use	
		electricity efficiently in the	
		home, community and	Ask learners to
		school. e.g. ironing in bulk,	summarize the important
		putting off television sets	points of the lesson
		and freezers when ironing,	
		using energy-efficient	
		bulbs and other electrical	
		gadgets with higher	
		energy efficient ratings:	
		(more stars imply higher	
		energy efficiency).	
		Assessment: let learners	
		mention how to use	
		electricity efficiently in the	
		home	

Week Ending		
Class	Five	
Subject	OUR WORLD OUR PEOPLE	
Reference	OWOP curriculum Page	
Learning Indicator(s)	B5.4.1.1.1	
Performance Indicator	Learners can describe the attitudes needed for effective citizenship	
Strand	4: OUR NATION GHANA	
Sub strand	1: Being a Citizen	
Teaching/ Learning Resources	Pictures	

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 identify attitudes necessary for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners describe the attitudes needed for effective citizenship	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners describe the attitudes needed for effective citizenship	

Week End	ding		
Class		Five	
Subject		RELIGIOUS AND MORAL ED	UCATION
Reference	9	RME curriculum Page	
Learning	Indicator(s)	B5 3.1.1.2:	
Performa	nce Indicator	Learners can outline the moral lessons from the	
		ministry of the various lead	ers
Strand		3: Religious Leaders	
Sub stran	d	1: Ministry of the Leaders	of the Three Major
		Religions in Ghana	
Teaching,	Learning Resources		
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvir	ng.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION 10MINS
DAYS			
DAYS	MINS	(New Learning Including	10MINS
<b>DAYS</b> Friday	MINS (Preparing The Brain	(New Learning Including	10MINS
-	MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	10MINS (Learner And Teacher)
-	MINS (Preparing The Brain For Learning) Engage learners to sing	(New Learning Including Assessment)  Put learners in groups to	10MINS (Learner And Teacher)  What have we learnt
-	MINS (Preparing The Brain For Learning)  Engage learners to sing songs and recite familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant	10MINS (Learner And Teacher)  What have we learnt
-	MINS (Preparing The Brain For Learning)  Engage learners to sing songs and recite familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious	10MINS (Learner And Teacher)  What have we learnt today?
-	MINS (Preparing The Brain For Learning)  Engage learners to sing songs and recite familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries:	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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment;	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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership,	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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership,	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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership,	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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership, sacrifice 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 familiar	(New Learning Including Assessment)  Put learners in groups to identify the significant roles by the religious leaders in their ministries: obedience; commitment; patience, leadership, sacrifice etc.  Assessment: let learners	10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main

Week Ending		
Class	Five	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)		
Performance Indicator	Learners can identify the early protest movements in	
	Ghana before 1945.	
Strand	Journey to Independence	
Sub strand	1: Early Protest Movements	
Teaching/ Learning Resources	Pictures	
Core Competencies, Creativity, and Innovation Communication and Collaboration Boscopal		

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	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these	
		movements.	Ask learners to
		-National Congress of	summarize the main
		British West Africa	points in the lesson
		(NCBWA) 1917	
		Assessment: let learners	
		identify the early protest	
		movements in Ghana	
		before 1945.	
Thursday	Engage learners to sing	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these	
		movements.	Ask learners to
		-National Congress of	summarize the main
		British West Africa	points in the lesson
		(NCBWA) 1917	
		,	

	Assessment: let learners identify the early protest movements in Ghana before 1945.	
	201010 13 13.	

Week Ending		
Class	Five	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B5. 1.1.1.4 B5. 2.1.1.4	
Performance Indicator	Learners can generate own ideas for designing and creating own visual artworks that reflect the physical and social environments of some African communities  Learners can generate own ideas for composing and performing own artworks that will reflect the physical and social environments of some African communities	
Strand	1: Visual Arts	
	2: Performing Arts	
Sub strand	1: Thinking and Exploring Ideas	
	1: Thinking and Exploring Ideas	
Teaching/ Learning Resources Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	☑ go out for field	today?
	rhymes	observation to interact	
		with the physical and	Ask learners to
		social environment;	summarize the main
		② observe and record by	points in the lesson
		sketching or taking	
		photographs (still/moving)	
		of a) structures (e.g.	
		buildings, bridges) styles,	
		shapes and forms).	
		b) automobiles c)	
		consumer services	
		2 packaging designs, etc.,	
		referencing the	
		connection between the	
		sale of slaves and liquor	

		use open educational	
		resources (OERs) such as	
		libraries, internet, audio	
		visuals to study the	
		physical and social	
		environments of other	
		African communities.	
		? reflect on experiences	
		of the field study and OER	
		studies to analyse and	
		generate concepts for	
		designing and making own	
		artworks that will reflect	
		the physical and social	
		environments of	
		communities in Africa.	
		Assessment: let learners	
		generate own ideas for	
		designing and creating	
		own visual artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
,	songs and recite familiar	② use open educational	today?
	rhymes	resources (OERs) such as	•
	•	libraries, internet, audio-	Ask learners to
		visuals to study the	summarize the main
		physical and social	points in the lesson
		environment of other	
		African communities; 2	
		observe the movement	
		patterns, arrangements	
		and activities of the	
		physical and social	
		environment:	
		a) structures (e.g.	
		buildings, bridges), styles,	
		shapes and forms);	
		b) automobiles; c)	
		commercials and jingles;	
		commercials and jingles;	

environmental sounds: tooting of vehicle horns, birds singing, children laughing, at the market, at the Trotro station, etc.; e) reflect on the information gathered through the OER studies, analyse and generate concepts for composing and performing own music, dance and drama that will reflect the physical and social environments of communities in Africa.

Assessment: let learners generate own ideas for composing and performing own artworks

		1		
Week End	g			
Class		Five		
Subject		PHYSICAL EDUCATION		
Reference	9	PE curriculum Page		
Learning	Indicator(s)	B5.2.4.2.4		
Performa	nce Indicator	Learners can explain the	purpose of using a sid	
		orientation when striking a	orientation when striking a ball from a batting tee.	
Strand		Movement Concepts, Princ	iples and Strategies	
Sub stran	d	Space Awareness, Dynamic	s, Relations, Body	
		Management and Strategie	S	
Teaching,	Learning Resources			
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal	
Developn	nent and Leadership Critical	Thinking and Problem Solvin	ng.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	Learners explain the	End the lesson with cool	
	demarcated area in files	purpose of using the side	down activities and use	
	while singing and	orientation as:	questions to summarise	
	clapping to warm-up the	i. Give accuracy	the lesson	
	body for maximal	ii. Speed		
	performance and to	iii. Direction		
	prevent injuries	iv. Spinning, etc.		
		Learners practice the skill,		
		observe and give them		
		corrective feedback.		
		Ensure that learners		
		progress at their own		
		pace.		

Week Ending		
Class	Five	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B5.6.2.1.4 B5.6.2.1.5 B5.6.2.1.6.	
Performance Indicator	Learners can show how to create and remove a	
	favourites link.	
	Learners can create favourites folder	
	Learners can use the links toolbar	
Strand	Internet and social media	
Sub strand	2: WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	
l		

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 songs and recite familiar rhymes	Guide learners to practice how to create or remove favourite links in practical session(s). Guide learners to practice how to create a favourites folder through practical session(s) Guide learners to practise the use of link toolbar through practical session(s). NB: This is to help the learner with the fundamental skills of creativity in computing and Computer Science10	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners create favourites folder	

The section to Product At Def. No. 3			
Learning Indicator (s) (Ref. No.)		B5.5.3.1.2 Use simple past tense action words in sentences	
		B5.5.4.1.1 Recognise and use the types of adjectives	
		(dimension, colour, age)	
		B5.5.4.1.2 Use of comparat	ive and superlative
		words/adjectives forms in s	entences
Performan	ce Indicators	The learner	should use simple past
		tense action words i	in sentences
		<ul> <li>The learner should recognise and use the types of adjectives (dimension, colour, age)</li> <li>The learner should use of comparative and superlative words/adjectives forms in sentences</li> </ul>	
Week Endir	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	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 songs and recite familiar rhymes	<ul> <li>Ask learners to recount what they did the day before.</li> <li>Write some of the action words mentioned by the learners on the board.</li> <li>Read aloud to learners</li> </ul>	What have we learnt today?
		<ul> <li>Read aloud to learners</li> <li>the written action words.</li> <li>Talk to learners about</li> <li>the action and explain to</li> <li>them the action has</li> <li>happened already.</li> <li>Allow learners to give</li> <li>more action words orally</li> </ul>	Review the lesson with learners

class and let learners touch the objects.  Ask learners to describe the objects.  Write on the board some of the words used in describing the objects.  Read aloud the words to learners e.g. blue, big, small, round etc.  Allow learners to use some of the qualifying words to form sentences either written or orally.  Write sentences containing adjectives on flashcards.  Use the flashcards with adjectives written on them to help learners recognise the type of			
Engage leaners to sing songs and recite familiar rhymes  • Show objects to the class and let learners touch the objects. • Ask learners to describe the objects. • Write on the board some of the words used in describing the objects. • Read aloud the words to learners e.g. blue, big, small, round etc. • Allow learners to use some of the qualifying words to form sentences either written or orally. • Write sentences containing adjectives on flashcards. • Use the flashcards with adjectives written on them to help learners recognise the type of	words in past tense.  • Ask learners to use the past tense action words to form simple sentences in		
class and let learners touch the objects.  Ask learners to describe the objects.  Write on the board some of the words used in describing the objects.  Read aloud the words to learners e.g. blue, big, small, round etc.  Allow learners to use some of the qualifying words to form sentences either written or orally.  Write sentences containing adjectives on flashcards.  Use the flashcards with adjectives written on them to help learners recognise the type of	use simple past tense		
colour, physical propensity, age, etc.)  • Ask learners to mention adjectives and write them on the board.	class and let learners touch the objects.  • Ask learners to describe the objects.  • Write on the board some of the words used in describing the objects.  • Read aloud the words to learners e.g. blue, big, small, round etc.  • Allow learners to use some of the qualifying words to form sentences either written or orally.  • Write sentences containing adjectives on flashcards.  • Use the flashcards with adjectives written on them to help learners recognise the type of adjectives. (Dimension, colour, physical propensity, age, etc.)  • Ask learners to mention adjectives and write them	songs and recite	

	Allow learners to use	
	some of the adjectives to	
	form sentences.	
	Ask learners to put the	
	·	
	adjectives written on the	
	board into the different	
	types taught to the	
	learners.	
	<ul> <li>Put learners into groups</li> </ul>	
	and give each group one	
	type of adjective to form	
	some sentences with	
	them and read aloud to	
	the class.	
	Assessment: let learners	
	use the types of adjectives	
	in sentences	
Engage leaners to sing	Show two objects of the	What have we learnt
Engage leaners to sing songs and recite	• Show two objects of the same type to learners.	
songs and recite	same type to learners.	What have we learnt today?
	same type to learners.  • Ask learners to compare	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.	
songs and recite	<ul> <li>same type to learners.</li> <li>Ask learners to compare the objects in terms of size, colour, age, etc.</li> <li>Write out the words that</li> </ul>	
songs and recite	<ul> <li>same type to learners.</li> <li>Ask learners to compare the objects in terms of size, colour, age, etc.</li> <li>Write out the words that are used in the sentences</li> </ul>	
songs and recite	<ul> <li>same type to learners.</li> <li>Ask learners to compare the objects in terms of size, colour, age, etc.</li> <li>Write out the words that are used in the sentences to compare the objects in</li> </ul>	
songs and recite	<ul> <li>same type to learners.</li> <li>Ask learners to compare the objects in terms of size, colour, age, etc.</li> <li>Write out the words that are used in the sentences to compare the objects in addition to the verb</li> </ul>	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.  • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.  • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.  • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.  • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga	
songs and recite	same type to learners.  • Ask learners to compare the objects in terms of size, colour, age, etc.  • Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga uses 'fe' for comparing.	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga uses 'fe' for comparing.  Explain to learners that	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga uses 'fe' for comparing.  Explain to learners that the comparative is done	
songs and recite	same type to learners.  Ask learners to compare the objects in terms of size, colour, age, etc.  Write out the words that are used in the sentences to compare the objects in addition to the verb denoting adjectival meaning or the adjective for example in Akan'kyen'/sen is a comparative word, Ga uses 'fe' for comparing.  Explain to learners that the comparative is done either with the use of a	

on the language in question.  • Talk about the superlative and discuss the words used in a sentence to tell that the object that is described is superlative e.g. in Ga 'fefee' occurs in the	Review the lesson with learners
Assessment: let learners use comparative and superlative words/adjectives forms in sentences	

## TERM TWO BASIC SIX WEEK NINE

## WEEKLY SCHEME OF LEARNING- WEEK NINE BASIC SIX

Name of School.....

Week Endir	ng		
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning In	dicator(s)	B6.6.1.1.1	
Performano	ce Indicator	Learners can describe th	ne events leading to the
		emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
Teaching/ L	earning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and	Collaboration Personal
Developme	nt and Leadership Critical T	hinking and Problem Solving	
	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	Describe the process	What have we learnt
	songs and recite familiar	leading to the emergence	today?
	rhymes	of the Fourth Republic	A al. la a su a su la
	NA/least accounts last to the	(e.g. drawing of a new	Ask learners to
	What events led to the	constitution, referendum,	summarize the main
	emergence of the Fourth	lifting of the ban on	points in the lesson
	Republic?	political parties, general	
		elections of 1992 etc.)	
		Assessment: let learners	
		describe the events	
		leading to the emergence	
		of the Fourth Republic	
Thursday	Engage learners to sing	Describe the process	What have we learnt
,	songs and recite familiar	leading to the emergence	today?
	rhymes	of the Fourth Republic	,
		(e.g. drawing of a new	
		constitution, referendum,	
L	I .	l	1

lifting of the ban on political parties, general elections of 1992 etc.)	Ask learners to summarize the main points in the lesson
Assessment: let learners describe the events leading to the emergence of the Fourth Republic	

Week Endin	σ		
Class			
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ind		B6.4.2.2.1	
Performanc	e Indicator		ectronic circuit using battery,
		connecting wire and LED	
Strand			
Sub strand			
Teaching/ Le	earning Resources	Pictures	
Core Compe	etencies: Creativity and Innov	vation Communication and Coll	aboration Personal
Developme	nt and Leadership Critical Thi	inking and Problem Solving.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Put learners into mixed	What have we learnt
	songs and recite familiar	ability groups for this	today?
	rhymes	activity.	
		Provide learners with	Ask learners to summarize
	Discuss the functions of	connecting wires, LED and	the important points of the
	parts of plants with	battery.	lesson
	learners	• Learners, in their groups,	
		connect a series circuit	
		comprising an LED, 3V	
		battery, a switch, to light the	
		LED.	
		• Learners discuss what they	
		did to light the LED	
		Assessment: let learners	
		construct an electronic	
		circuit using battery,	
		connecting wire and LED	
Thursday	Engage learners to sing	Learners are tasked to draw	What have we learnt
marsaay	songs and recite familiar	the electronic circuit and	today?
	rhymes	label the parts.	
	inymes	label the parts.	Ask learners to summarize
			the important points of the
		Assessment: let learners	lesson
		draw the electronic circuit	ICOSOII
		and label the parts.	

Week Endi	ng		
Class		six	
Subject	Subject MATHEMATICS		
Reference		Mathematics curriculum Page	
Learning In	dicator(s)	B6.1.4.2.3 B6.2.1.1.4	
Performance Indicator		A. Learners can use various strategies to solve proportional reasoning problems involving rate and scales  B. Learners can represent a given pattern visually to verify predictions	
Strand		Number	
		Algebra	
Sub strand		Ratios and Proportion	
		Pattern and Relationships	
Teaching/	Learning Resources	Counters	
<u> </u>	•	cal Thinking and Problem Solving.	DUACE 2
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The	Assessment)	(Learner And
	Brain		Teacher)
	For Learning)		reaction
Monday	Sing songs like:	Use diagrams to explain the	Review the lesson
•		concept of scale as a ratio that	with Learners
	I'm counting one,	compares two different sizes – an	
	what is one	object and its model; e.g. plan of	
	1 - One is one alone,	a house or room. [Here is the plan	Assessment: have
	alone it shall be.	of a bedroom. The scale is 1:100,	learners to practice
	2 - Two pair, two	which means that 1cm in the	with more examples
	pair come pair let us	drawing represents 100 cm in the	
	pair	actual room. What is the actual	
	3 - Turn around	length of (i) the room if it	
	4 - Follow me	measures 412cm; (ii) the bed if it	
	5 – Fire	measures 1.8cm?]	

		Bed Door Door	
Tuesday	Sing songs like:	Use diagrams to explain the	Review the lesson
,	3 6 7 6 7	concept of scale as a ratio that	with Learners
	I'm counting one,	compares two different sizes – an	
	what is one	object and its model; e.g. plan of	
	1 - One is one alone,	a house or room. [Here is the plan	Assessment: have
	alone it shall be.	of a bedroom. The scale is 1:100,	learners to practice
	2 - Two pair, two	which means that 1cm in the	with more examples
	pair come pair let us	drawing represents 100 cm in the	with more examples
		actual room. What is the actual	
	pair		
	3 - Turn around 4 - Follow me	length of (i) the room if it	
		measures 412cm; (ii) the bed if it	
	5 - Fire	measures 1.8cm?]	
		Dressing Bed Door	
Wednesday	Sing songs like:	Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what	Review the lesson
	I'm counting one,	distances on the map stands for	with Learners
	what is one	(i) 1km	
	1 - One is one alone,	(ii) 7km (iii) 41km?	
	5 - Fire	(III) TIKIII:	Assessment: have
			learners to practice
			with more examples
Thursday	Sing songs like:	Work out scales and use them in	Review the lesson
		solving problems; e.g. If 10cm on a map stands for 10km, what distances	with Learners
	I'm counting one,	on the map stands for	
	what is one	(i) 34km	
	1 - One is one alone,	(ii) 27km	Assessment: have
		(iii) 61km?	learners to practice
			with more examples
Friday	Sing songs like:	Ask learners to examine the	Review the lesson
•		pattern made with match sticks	with Learners
	I'm counting one,	below	
	what is one	Δ · Δ	
	1 - One is one alone,	Pattern 1 Pattern 2	Assessment: have
	alone it shall be.	Pattern 3	learners to practice
	2 - Two pair, two		with more examples
	,		

<b>Week Endin</b>	g			
Class		Six		
Subject		ENGLISH LANGUAGE		
Reference		English Language curriculur	n Page	
Learning Inc	licator(s)	B6.1.7.1.5 B6.2.7.1.4	B6.3.5.1.7	
		B6.4.12.1.1 B6.5.5.1 B6.6.1.1.1.		
Performance Indicator  A. Learners can express own opinions details of texts  B. Learners can read level-approprisitently and closely for comprehensing to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give warning and express prohibit to give		d level-appropriate texts for comprehension ne imperative form of verb express prohibitions descriptive words/sound e language to describe laces/personal experiences uperlative forms of regular ives to make comparison nd critique a variety of age-		
		criteria, on each bo	ok read	
Teaching/ Lo	earning Resources	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
-	·	novation Communication and 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)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	In pairs/groups, learners	today?	
	rhymes	share the knowledge		
		acquired from details of a	Ask learners to	
		story/drama/text heard.	summarize the main	
		<ul> <li>Put learners into groups to express personal</li> </ul>	points in the lesson	

		opinions about details of texts.  Assessment: let learners express own opinions about the details of texts	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.  Assessment: let learners read level-appropriate texts silently and closely for comprehension	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. GRAMMAR E.g. Break the glass, and you will pay for it  Assessment: let learners use the imperative form of verb to give warning and express prohibitions	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	<ul> <li>D. WRITING</li> <li>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> <li>Revise descriptive writing with learners</li> <li>Have learners select a topic e.g. "A Day I will never forget".</li> <li>Provide a sample text. Guide learners to identify the descriptive words and expressions:</li> <li>Discuss the descriptive words and expressions with learners.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

			T
		Put learners into groups  and guide them through	
		and guide them through	
		the writing process to describe	
		events/situations/places	
		of their choice and	
		personal experiences.	
		Focus on the use of: -	
		Descriptive (adjectives)	
		words. – Figurative	
		language e.g. simile –	
		metaphor, personification, sound	
		devices	
		devices	
		Assessment: let learners	
		use descriptive words/	
		sound devices/	
		figurative language to	
		describe	
		events/situations/	
		places/personal	
		experiences and events.	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
-	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Revise adjectives by	·
	,	having learners describe	Ask learners to
		various classroom objects	summarize the main
		and people.	points in the lesson
		<ul> <li>Provide samples of texts</li> </ul>	
		demonstrating the use of	
		the comparative and	
		superlative forms of	
		regular/irregular	
		adjectives.	
		<ul> <li>Let learners describe</li> </ul>	
		various objects using the	
		comparative and	
		superlative forms of	
		regular and irregular	
		adjectives.	
		<b>,</b>	

		E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.  Put learners into groups to write short paragraphs containing the three forms of adjectives  Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely.  • Have learners read books of their choice independently during the library period.  • Learners think-pair-share their stories with peers.  • Ask each learner to write a-two-paragraph summary of the book read.  • Invite individuals to present their work to the class for feedback.  • Encourage them to visit the local library to read and borrow books.  • Encourage them to share whatever they read with their mates.	Have learners to tell what they read to the whole class

	Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read	
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Week Ending		
Class	six	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B6. 1.1.1.4 B6. 2.1.1.4	
Performance Indicator	Learners can generate own ideas for designing and creating own visual artworks based on the physical and social environments of some communities in the world.  Learners can generate own ideas for creating own performing artworks based on the physical and social environments of some communities in the world	
Strand	Visual Arts Performing Arts	
Sub strand	Thinking and Exploring Ideas	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② use OERs to study the	today?
	rhymes	physical and social	
		environments of some	Ask learners to
		communities in the world	summarize the main
		and select objects/ideas	points in the lesson
		that interest them and	
		what they want to do	
		using spidergrams.	
		V lie Tr	
		present and share	
		selected ideas using the	
		prepared spidergrams.	
		reflect and generate	
		ideas from the	

		spidergrams into 'thumbnail' sketches	
		Assessment: let learners	
		generate own ideas for	
		designing and creating	
		own visual artworks	
Wednesday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	② use OERs to study the	today?
	rhymes	physical and social	
		environments of some	Ask learners to
		communities in the world	summarize the main
		and select objects/ideas	points in the lesson
		that interest them and	
		what they want to do	
		using concept notes;	
		Present and share	
		selected ideas using the	
		prepared concept notes;	
		② reflect and generate	
		ideas from the concept	
		notes into poems, songs,	
		dance patterns and	
		drama.	
		Assessment: let learners	
		generate own ideas for	
		creating own performing	

Week Ending		
Class	six	
Subject	PHYSICAL EDUCATION	
Reference	PE curriculum Page	
Learning Indicator(s)	B6.2.5.2.1	
Performance Indicator	Learners can Identify opportunities to pass or dribble	
	while being guarded (offense and defense).	
Strand	Movement Concepts, Principles and Strategies	
Sub strand	Space Awareness, Dynamics, Relations, Body	
	Management and Strategies	
Teaching/ Learning Resources	cones	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Learners jog round a	After general and specific	What have we learnt
	demarcated area in files	warm ups, guide learners	today?
	while singing and	to keep their body	Use answers to
	clapping to warm-up the	between opponent and	summarise the lesson.
	body for maximal	the ball. Let them possess	
	performance and to	the ball in the opponents	
	prevent injuries	playing grounds. Dribble in	
		a zigzag manner. Instruct	
		them to pass the ball to	
		their teammates when	
		they are free.	

Week Endi	ng		
Class	···b	SiX	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning In	ndicator(s)	B6.6.2.1.3. B6.6.2.1.4	B6.6.2.1.5
	ce Indicator	Learners can illustrate using	
r criorinan	ec marcator	Learners can recognise inte	•
		Learners can recognise U	
		(URLs).	imorm nescured Locators
Strand		INTERNET AND SOCIAL MED	DIA
Sub strand		WEB BROWSERS AND WEB	
	Learning Resources	Laptop	
		novation Communication and	d Collaboration Personal
-	-	Thinking and Problem Solvin	
		<b>0</b> · · · · · · · · · · · · · · · · · · ·	<u> </u>
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage learners to sing	Guide learners to do an	What have we learnt
	songs and recite familiar	activity you have not	today?
	rhymes	tackled in class and ask	
		them to use the Help	Ask learners to
		button to navigate and	summarize the main
		find the steps involved.	points in the lesson
		Guide learners to carry	
		out the stated steps.	
		Ask learners to use the	
		speed keys to open a new	
		browser, make font size	
		bigger in a browser, etc	
		2.000 4 0.0.000.	
		Guide learners to discuss	
		the properties of URLs,	
		their uses and where they	
		are located.	
		Learners can practise how	
		to enter URLs in a browser	

	Assessment: let learners describe the use of Uniform Resource Locators (URLs).	

Week Ending		
Class	Five	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B6.3.4.1.1.	
Performance Indicator	Learners can narrate the story of the latter lives of the	
	leaders of the major religions	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Being a Leader	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
27110	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)	Assessmenty	(Learner And Teacher)
Tuesday	Engage learners to sing	Learners discuss the latter	What have we learnt
	songs and recite familiar	lives of the religious	today?
	rhymes	leaders:	
			Ask learners to
		Traditional leader (e.g.	summarize the main
		Okomfo Anokye)–	points in the lesson
		priesthood, miracles and	
		other activities and death	
		Show pictures or video	
		clips on the latter lives of	
		Okomfo Anokye	
		Okomio Anokyc	
		Assessment: let learners	
		narrate the story of the	
		latter lives of the leaders	
		of the major religions	
Thursday	Engago loarnors to sing		What have we learnt
inuisuay	Engage learners to sing	Learners in groups explore	
	songs and recite familiar	moral lessons in the latter	today?
	rhymes	lives of the religious	

leaders which they can	Ask learners to
relate to their lives in	summarize the main
nation building e.g.	points in the lesson
humility, forgiveness,	
faithfulness, obedience,	
perseverance, patriotism	
Learners role play the	
moral lessons they have	
learnt in the latter lives of	
the religious leaders	
Assessment: let learners	
narrate the story of the	
latter lives of the leaders	
of the major religions	
, ,	

Performance Indicators		B6.5.3.1.3 Apply the use of the singular and plural subject and verb forms that go with them. B6.5.4.1.1 Explore the use of adjectives in sentences B6.5.4.1.2 Write short description of people using adjectives  • The learner should apply the use of the singular and plural subject and verb forms that go with them.  • The learner should explore the use of adjectives in sentences	
		description of peopl	should write short e using adjectives
Week Endi	ng	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, reco	orded audios visual
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite familiar rhymes	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  • Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.  • Allow learners to give more sentences orally and talk about the subject-verb agreement.  • Give other sentences with the subject in the plural form.  • Discuss the agreement between the verb and plural subject.	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?

	<ul> <li>Ask learners to give more examples and write them on the board.</li> <li>Call learners in turns to underline the verb.</li> <li>Let learners change the verbs in the sentences into the perfect tense.</li> </ul>	Review the lesson with learners
	Assessment: let learners apply the use of the singular and plural subject and verb forms that go with them in sentences	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?
	Assessment: let learners explore the use of adjectives in sentences	Review the lesson with learners

Engage leaners to sing	Mention a famous	What have we learnt
songs and recite	personality in the	today?
familiar rhymes	community.	today.
Tarrinar myrrics	Ask learners to talk	
	about the person and	
	-	
	write out the adjectives	
	that come up in the	
	description.	
	• Show to learners a	
	manila card on which a	
	short description of a	
	person is written.	
	Discuss the description	
	on the manila card with	
	learners and ask learners	
	to recognise the adjectives	
	used in the description.	
	<ul> <li>Ask learners to write a</li> </ul>	
	short description of their	
	friends and read some	
	aloud.	
		Review the lesson with
	Assessment: let learners	learners
	write short description of	
	people using adjectives	

Week Ending	
Class	
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B6.4.1.1.1
Performance Indicator	Learners can demonstrate ways they can commit
	themselves to the community.
Strand	The Family and community
Sub strand	Commitment to the God
Teaching/ Learning Resources	Pictures

DAVC	DUACE 1. CTARTER 10	DUACE 2. BAAIN ACAAING	DUACE 2. DEFLECTION
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 explain	What have we learnt
	songs and recite familiar	commitment.	today?
	rhymes	• Through discussion, let	
		learners identify ways	Ask learners to
		they can show	summarize the main
		commitment to the	points in the lesson
		society: - communal	
		labour, - clean-up	
		exercises, - reporting	
		crime, - protecting public	
		property, etc.	
		• Let learners dramatise	
		ways of showing	
		commitment to the	
		society.	
		Assessment: let learners	
		demonstrate ways they	
		can commit themselves to	
		the community	

# THE GRANDMOTHER TERM 2, WEEK 10 NOTES KG1, KG2, B1, B2, B3, B4, B5 & B6

## TERM TWO KG 1 WEEK TEN

#### **WEEKLY LESSON PLAN FOR KG 1- WEEK TEN**

Name of School.....

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Monday CLASS: KG 1		SUB STRAND: KNOWING THE SPE	CIAL LEADERS IN MY
CONTENT STANDARD:		INDICATORS: K1.4.3.1.1 K1.4.3.1.2	
K1.4.1.1Demonstrate understanding of the s	nocial	PERFORMANCE INDICATOR:	
places in our local com	•	Learners can talk about and desc religious leaders in our community Learners can	
		on and collaboration (CC) Personal E	•
Leadership (PL) Creativ	rity and Innov	ration (CI) Critical Thinking and Prob	olem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain for Learning)			
PHASE 2: MAIN		r and/or pictures depicting special	Poster/ cut out
40MINS		ne community. Have learners talk	picture
(New Learning	about the religious leaders in their various religious groups. (E.g. Muslins – Imam,		
Including		urches-Pastors) and their roles.	Cut out shapes, big
Assessment)		the traditional leaders and the ay to support the community.	books, counters, crayons

	Learners' role play some activities of these	
	leaders do to support the community. You	
	can use a Big book and have learners role play	
	turning of the pages of a story book to look at	
	pictures on the left pages first then on the	
	right and from top to bottom.	
	Have learners count the community leaders	
	identified during the picture walk.	
	Use the KWL strategy and involve learners in	
	the reading as much as possible.	
	K-Learners talk about the leaders they know	
	and what they do to support the community	
	W-Learners ask more question about the	
	other leaders in the community and what	
	they do?	
	Teacher reads the text aloud, pausing as	
	often as possible to give opportunity to the	
	learners to interact with peers and the	
	teacher.	
	L Learners share what they have learnt with	
	L-Learners share what they have learnt with whole class.	
	Whole class.	
	Assessment: let learners describe the	
	traditional and religious leaders in our	
	community	
PHASE 3:	Review lesson with Learners by singing songs	
	in relation to it	
REFLECTION 10MINS		
(Learner and		
Teacher)		
	1	<u> </u>

DATE:		STRAND: MY LOCAL COMMUNITY	
<b>DAY</b> : Tuesday		SUB STRAND: KNOWING THE SPE	CIAL LEADERS IN MY
CLASS: KG 1		COMMUNITY	
CONTENT STANDARD:		INDICATORS: K1.4.3.1.3	
K1.4.1.1Demonstrate	nocial	PERFORMANCE INDICATOR:	
understanding of the splaces in our local com	-		a ala saut l
piaces in our local conf	mumues	Learners can sing traditional song	• • •
		shakers, clap and dance on the co	rrect mythm.
CORE COMPETENCE: C	ommunicatio	on and collaboration (CC) Personal [	Development and
Leadership (PL) Creativ	rity and Innov	ation (CI) Critical Thinking and Prob	lem Solving
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS	that relate to the lesson.		
(Preparing the Brain			
for Learning)			
PHASE 2: MAIN	In a whole o	class, teacher leads in singing	Poster/ cut out
40MINS		ditional songs, let half the class ner play the shaker, while others	picture
(New Learning	dance.		
Including	Learners take turns and change hands in		Cut out shapes, big

Learners take turns and change hands in

playing and clapping so that everyone can

practice the shakers on the correct rhythm.

Have them talk about their experience in

performing this activity

books, counters,

crayons

Including

Assessment)

	Assessment: let learners sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Wednesday		SUB STRAND: KNOWING THE SPECIAL LEADERS IN MY	
CLASS: KG 1		COMMUNITY	
CONTENT STANDARD:		INDICATORS: K1. 4.3.1.4	
K1.4.1.1Demonstrate			
understanding of the s	pecial	PERFORMANCE INDICATOR:	
places in our local com	munities	Learners can recognize and ident	ify target letter name
		and the sound in items and names	s of words in the home
CORF COMPETENCE: C	ommunicatio	 on and collaboration (CC) Personal [	Development and
		ration (CI) Critical Thinking and Prob	•
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	
MINS		to the lesson.	
(Preparing the Brain for Learning)			
PHASE 2: MAIN			Poster/ cut out
40MINS	Follow the r	procedure under indicator and	picture
	-	1.4.1.1.4 as you teach the new	
(New Learning	=	for the week.	Cut out shames his
Including	CL - 111		Cut out shapes, big books, counters,
Assessment)	letter-sound	tongue twister, introduce the d (a vowel).	crayons
		the chalkboard and have learners the words after you.	
		write in the air and on other fore they write into their exercise	
		nt word cards and have learners letter sound in the words.	

	Assessment: let learners identify target letter name and the sound in items and names of words in the home	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: MY LOCAL COMMU	NITY	
<b>DAY</b> : Thursday				
		SUB STRAND: KNOWING THE SPI	ECIAL LEADERS IN MY	
CLASS: KG 1		COMMUNITY		
CONTENT STANDARD:		INDICATORS: K1.4.3.1.5.		
K1.4.1.1Demonstrate				
understanding of the s	pecial	PERFORMANCE INDICATOR:		
places in our local com	munities	Learners can role play the variou do in the community.	s leaders and what they	
		Learners can	Learners can	
KEY WORDS:				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
PHASE/DURATION  PHASE 1: STARTER 10		ACTIVITIES ers to sing songs and recite rhymes	RESOURCES	
,	Have learne		RESOURCES	
PHASE 1: STARTER 10	Have learne	ers to sing songs and recite rhymes	RESOURCES	
PHASE 1: STARTER 10  MINS  (Preparing the Brain	Have learne	ers to sing songs and recite rhymes	RESOURCES  Poster/ cut out	
PHASE 1: STARTER 10  MINS  (Preparing the Brain for Learning)	Have learne that relate t	ers to sing songs and recite rhymes		
PHASE 1: STARTER 10  MINS  (Preparing the Brain for Learning)  PHASE 2: MAIN	Have learned that relate that relate that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the that relate the the that relate the the that relate the the that relate the the that relate the the that relate the the that relate the the the that relate the the the that relate the the the that relate the the the the the the the the the t	ers to sing songs and recite rhymes to the lesson.  ay the roles of e.g. the traditional ueen mother, the assemblyman	Poster/ cut out	
PHASE 1: STARTER 10  MINS  (Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS	Have learned that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate the relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate that relate the relate that relate the relate that relate the relate that relate the relate that relate the relate that relate the relate that relate the relate that relate t	ers to sing songs and recite rhymes to the lesson.  ay the roles of e.g. the traditional	Poster/ cut out picture  Cut out shapes, big	
PHASE 1: STARTER 10  MINS  (Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS  (New Learning	Learners plachief, the quand the PTA improve on The class to innovative i	ers to sing songs and recite rhymes to the lesson.  ay the roles of e.g. the traditional ueen mother, the assemblyman A chairman at a meeting to	Poster/ cut out picture	

Nyame, Sankofa, etc. for the chief's umbrella

	Assessment: let learner's role play the various leaders and what they do in the community.	
PHASE 3:	Review lesson with Learners by singing songs	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: MY LOCAL COMMUNITY	
DAY: Friday CLASS: KG 1		SUB STRAND: KNOWING THE SPE	CIAL LEADERS IN MY
CONTENT STANDARD:		INDICATORS: K1.4.1.1.6	
K1.4.1.1Demonstrate		PERFORMANCE INDICATOR:	
understanding of the special places in our local communities			ada ada ada a Cula
		Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.	
CORE COMPETENCE: Communication Leadership (PL) Creativity and Innov		` <i>'</i>	•
KEY WORDS:			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10		ers to sing songs and recite rhymes	
MINS	that relate t	to the lesson.	
(Preparing the Brain for Learning)			
PHASE 2: MAIN	Learners rev	view the concept of subtraction.	Poster/ cut out
40MINS		erent scenarios and story	picture
(New Learning	•	help learners practise in a real-life situation.	
Including		ame to the schools with 7 boxes of	Cut out shapes, big books, counters,
Assessment)		donate 5 boxes to our school.	crayons
	How many i	more are left?	
	market scer	with sharing of school materials, ne where learners buy and sell ems in the community, etc.	

	Assessment: let learners The chief came to the schools with 7 boxes of books and donate 5 boxes to our school.  How many more are left?	
PHASE 3:	Review lesson with Learners by singing songs in relation to it	
REFLECTION 10MINS	in relation to it	
(Learner and		
Teacher)		

### TERM TWO KG 2 WEEK TEN

#### **WEEKLY LESSON PLAN FOR KG 2- WEEK TEN**

Name of School.....

DATE:		STRAND: : MY LOCAL COMMUNITY		
DAY: Monday		SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY		
CLASS: KG 2				
CONTENT STANDARD:	_	<b>INDICATORS</b> : K2.4.3.1.1 K2.4	.3.1.2	
Demonstrate understa	_	PERFORMANCE INDICATOR:		
knowledge of the speci	ial leaders	Learners can talk about and describe the roles of the		
in our community		political, traditional and religious leaders in our		
			educis ili oui	
		community	ho toachor road aloud	
		Learners can listen attentively to t of the big book (The Chief) which		
		track words and share lessons lear		
		chiefs	int on the roles of the	
CORE COMPETENCE: Communication			Develonment and	
		ration (CI) Critical Thinking and Prob	•	
KEY WORDS:	icy and innov	acion (ci) critical fillinking and Flor	ACITI SOLVILIS	
RET WORDS.				
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES	
DUACE 4. CTARTER 40	Have leave	we to since course and we site who we can		
PHASE 1: STARTER 10		ers to sing songs and recite rhymes		
MINS	that relate to the lesson.			
(Preparing the Brain				
for Learning)				
PHASE 2: MAIN	Theme disci		Poster/ cut out	
40MINS		procedures of the community	picture	
(New Learning	,	as in K2.1.1.1.1) and introduce the		
Including	theme for t	he week.	Cut out shapes, big	
Assessment)			books, counters,	
	1	nversational poster (#14) and	crayons	
		ete materials related to the theme		
	and engage	learners in active discussion.		
		ners randomly to answer		
	questions o	r contribute to the discussion.		
	│ │	ners talk about the political		
	leaders of the			
	Ask learners	s questions that would assist them		
		the President, Ministers and		
		len and Women.		

	☐ Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress ☐ Let learners talk about the leaders in their various religious groups. E.g. Muslins — Imam, Christians-Pastors, Catholic Father, Bishops etc	
	Teacher follows the steps of the KWL strategy instruction as you read aloud the informational text which relates to the theme to the learners (Chiefs and Queen mothers). (See lesson K2.1.2.1.2, also appendix 1)	
	☐ Check on the K and W before you read the text and the L after reading.	
	K-Ask the learners to say what they already know about the theme.	
	W-Ask them to ask questions about what they want to know about the weeks' theme.	
	Learners listen to the text and answer the questions they asked for the W and also for L-Learners share what they have learnt about the theme. E.g., The Chief is the leader of the community	
	Assessment: let learners listen to the text to the text and answer the questions	
PHASE 3: REFLECTION 10MINS (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

DATE:	STRAND: : MY LOCAL COMMUNITY
DAY: Tuesday	SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR
CLASS: KG 2	COMMUNITY AND COUNTRY
CONTENT STANDARD: K2.4.3.1 Demonstrate understanding and	INDICATORS: K2.4.3.1.3
knowledge of the special leaders in our community	PERFORMANCE INDICATOR: Learners can use key words about the theme to create meaningful sentences in real life situation

**CORE COMPETENCE**: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

#### **KEY WORDS**:

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER	Have learners to sing songs and recite	
10	rhymes that relate to the lesson.	
MINS		
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	List the key words on the chalk /white board	Poster/ cut out
40MINS	and assist learners to read them. E.g. fly	picture
(New Learning	whisk, durbar, chiefs, staff, umbrellas, etc.	
Including		Cut out shapes, big
Assessment)	Learners identify the new words on word cards and use them to form their own sentences. E.g. The pastor is the leader in my church.	books, counters, crayons
	Assessment: let learners dramatize the role of the various leaders using some of the new word	
PHASE 3:	Review lesson with Learners by singing songs	
<b>REFLECTION</b> 10MINS	in relation to it	
(Learner and		
Teacher)		

DATE:		STRAND: : MY LOCAL COMMUNITY		
DAY: Wednesday CLASS: KG 2		SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY		
CONTENT STANDARD:	K2.4.3.1	INDICATORS: K2.4.3.1.4		
Demonstrate understanding and knowledge of the special leaders in our community		PERFORMANCE INDICATOR: Learners can blend individual letter-sound to form one syllabic words Learners can		
		on and collaboration (CC) Personal I vation (CI) Critical Thinking and Prob	·	
KEY WORDS:	nty and mnov	ration (ci) critical minking and riok	Jem Solving	
DUACE/DUDATION	LEADNEDC A		RESOURCES	
PHASE/DURATION	LEARNERS A		RESOURCES	
PHASE 1: STARTER  10  MINS (Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning Including Assessment)	Teach blend Blend letter Write the in a vowel. Point to ead say its soun Then move sounds, blend a syllable.  Say the who to repeat. P whole week  Another s Blending. Two pupils is separately is	your finger slowly under the two nding the sound together to form ole syllable slowly and ask pupils tractice this with learners the k.  Strategy you can use is Pupils hold individual letter cards They move towards each other	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

	Assessment: let learners blend individual letter-sound to form one syllabic words
PHASE 3:	Review lesson with Learners by singing songs
REFLECTION 10MINS	in relation to it
(Learner and	
Teacher)	

DATE:		STRAND: : MY LOCAL COMMUNITY	
DAY: Thursday		SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY	
CLASS: KG 2			
<b>CONTENT STANDARD:</b>	K2.4.3.1	<b>INDICATORS</b> : K2.4.3.1.5	
Demonstrate understa	nding and		
knowledge of the spec	ial leaders	PERFORMANCE INDICATOR:	
in our community		Learners can create art works insp	pired by places in our
,		culture and country	
CORE COMPETENCE: C	nmunicatio	I on and collaboration (CC) Personal [	Develonment and
		vation (CI) Critical Thinking and Prob	•
KEY WORDS:	ity and inito	ration (ci) critical minking and rioc	iciii Joiving
KLI WORDS.			
PHASE/DURATION	LEARNERS A	ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes		
	that relate to the lesson.		
MINS	that relate t	to the lesson.	
MINS (Preparing the Brain	that relate t	to the lesson.	
	that relate t	to the lesson.	
(Preparing the Brain			Poster/ cut out
(Preparing the Brain for Learning)	Using a pict	ure, have learners talk about	Poster/ cut out
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS	Using a pict		Poster/ cut out picture
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning	Using a pict	ure, have learners talk about	picture
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning Including	Using a pict elements in	ure, have learners talk about the palace which interests them.	picture  Cut out shapes, big
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning	Using a pict elements in Assessment	ure, have learners talk about the palace which interests them.	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning Including	Using a pict elements in Assessment	ure, have learners talk about the palace which interests them.	picture  Cut out shapes, big
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning Including	Using a pict elements in Assessment the umbrell	ure, have learners talk about the palace which interests them.  It let learners make a picture of a and label it nicely.	cut out shapes, big books, counters,
(Preparing the Brain for Learning)  PHASE 2: MAIN  40MINS (New Learning Including Assessment)	Using a pict elements in Assessment the umbrell	ure, have learners talk about the palace which interests them.  Elet learners make a picture of a and label it nicely.  on with Learners by singing songs	cut out shapes, big books, counters,

Teacher)

DATE:	STRAND: : MY LOCAL COMMUNITY
DAY: Friday	
	SUB STRAND: KNOWING THE SPECIAL LEADERS IN OUR
CLASS: KG 2	COMMUNITY AND COUNTRY
CONTENT STANDARD: K2.4.3.1	INDICATORS: K2.4.3.1.6
Demonstrate understanding and	DEDECORATANCE INDICATOR
knowledge of the special leaders	PERFORMANCE INDICATOR:
in our community	Learners can compare objects based on length and weight
,	of various items and objects

**CORE COMPETENCE**: Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving

#### **KEY WORDS:**

PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
PHASE 1: STARTER 10	Have learners to sing songs and recite rhymes	
MINS	that relate to the lesson.	
(Preparing the Brain		
for Learning)		
PHASE 2: MAIN	learners to compare the length of objects	Poster/ cut out
40MINS	around them and those in the picture and use	picture
(New Learning	the words "longer than" and "shorter than"	
Including	to compare length of various items measured	Cut out shapes, big
Assessment)	with nonstandardized scales.	books, counters,
		crayons
	Let learners also compare the weight of some	
	objects around them and use words, "heavier	
	than" and "lighter than".	
	Get them scales and rulers to use and compare the length and height of items measured.	
	Assessment: let learners compare objects based on length and weight of various items and objects	
PHASE 3:	Review lesson with Learners by singing songs	
<b>REFLECTION</b> 10MINS	in relation to it	
(Learner and		
Teacher)		

## TERM TWO BASIC ONE WEEK TEN

#### **BASIC ONE**

Name of School.....

Week Endi	ng			
Class		0ne		
Subject		ENGLISH LANGUAGE		
Reference English Language		English Language curriculur	n Page	
Learning In	dicator(s)	B1.1.7.1.3. B1.2. 7.1.2	2. B1.4.5.1.3.	
_		B1.5.7.1.1 B1.6.1.1.1.		
Performan	ce Indicator	Learners can recognise a	nd discuss characters in a	
		story		
		Learners can ask and ansv	ver factual and inferential	
		and applicative questions	about level-appropriate	
		texts		
		Learners can use basic de	scriptive words in writing	
		simple sentence		
		Learners can identify and u	se prepositions in oral and	
		written language to indicate	e position	
		Learners can read a variety	of age – appropriate books	
		and texts from print		
Teaching/ I	earning Resources	Word cards, sentence cards, letter cards, handwriting		
		on a manila card and a class	s library.	
Core Comp	etencies: Creativity and Inn	novation Communication and	d Collaboration Personal	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt	
	songs and recite familiar	Read a story aloud to	today?	
	rhymes	learners.		
		<ul> <li>Have them discuss, in</li> </ul>	Ask learners to	
		·		
		pairs/small groups, the	summarize the main	
		pairs/small groups, the main and minor		
		pairs/small groups, the main and minor characters in the story.	summarize the main	
		pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share	summarize the main	
		pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share their views with the whole	summarize the main	
		pairs/small groups, the main and minor characters in the story.  • Have groups/pairs share	summarize the main	

		Assessment: let learners discuss characters in a story	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  Have learners read level appropriate texts independently, with minimal support from peers/teacher.  • Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners answer factual and inferential and applicative questions about levelappropriate texts	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Have learners identify objects in the classroom, e. g. tables, chairs, bags, etc.</li> <li>Let learners tell the sizes, shapes and colours of the objects. Explain simply to them that the words talk about objects.</li> <li>Have learners work in pairs to write simple sentences, describing objects in the classroom, e. g. My classroom is big. The board is long and white. The doors and windows are big. Encourage learners to write two simple sentences each</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		(Exceptional learners should write four simple sentences).	
		Assessment: let learners use basic descriptive words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE  • State the position of various classroom objects using simple prepositions. • Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair. • Let learners identify the words in, on, etc. as words that show position. • Pair up learners and have them use the prepositions identified in simple and meaningful sentences.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners identify and use prepositions in oral and written language to indicate position	
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Using book tease or book talk, introduce the reading/ library time. • Have a variety of age appropriate books for learners to make a choice from. • Introduce picture or wordless books, pop-up	What have we learnt today?  Ask learners to summarize the main points in the lesson

<ul> <li>and flip-the-page texts to learners.</li> <li>Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul>	
Assessment: let learners read a variety of age – appropriate books and texts from print	

Week Ending		
Class	one	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B1.1.3.1.2	
Performance Indicator	Learners can count in halves using concrete and pictorial representations of halves	
Strand	NUMBER	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	
Cara Campatanaiaa, Craativity and In	novetion Communication and Callaboration Darsonal	

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

Monday	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) 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	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	4 - Follow me 5 - Fire 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	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)	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	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)	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	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, 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	Show several halves of concrete objects (like half oranges, half piece of stick, half piece of card, etc. and have them count them in halves (using the language one-half, two-halves, three-halves, etc.)	Review the lesson with Learners  Assessment: have learners to practice with more examples

Week Ending		
Class	one	
Subject	SCIENCE	
Reference	Science curriculum Page	
Learning Indicator(s)	B1.4.2.1.1	
Performance Indicator	Learners can know the importance of electricity and	
	identify common household appliances that require	
	electricity to work	
Strand	: FORCES AND ENERGY	
Sub strand	ELECTRICITY AND ELECTRONICS	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	• Learners mention items	What have we learnt
	songs and recite familiar	in their homes that use	today?
	rhymes	electricity.	
		Alternatively show them	Ask learners to
		videos/drawings of items	summarize the important
		that use electricity.	points of the lesson
		Put learners into groups	
		and give each group	
		flashcards of items that	
		use electricity and those	
		that do not.	
		<ul> <li>Assist learners to sort</li> </ul>	
		the items into two groups	
		i.e, 'uses electricity' and	
		'does not use electricity'.	
		• Let learners match the	
		items mentioned with	
		their functions, e.g.	
		washing machine is the	
		item used for washing, the	
		item used to play music is	
		the sound system, etc.	
		Guide learners through	
		questioning to understand	

		why all such appliances	
		are connected to a source	
		of electricity.	
		Assessment: let learners	
		identify common	
		household appliances that	
		require electricity to work	
Thursday	Engage learners to sing	Learners brainstorm on	What have we learnt
	songs and recite familiar	how daily living without	today?
	rhymes	electricity will affect our	
		homes, schools and	Ask learners to
		industries.	summarize the important
		Summarise lesson by	points of the lesson
		explaining that electricity	
		is a form of energy thus it	
		enables electrical items to	
		work.	
		Learners talk about the	
		importance of electricity	
		in the home.	
		Assessment: let learners	
		mention the importance	
		of electricity	

Week Ending	
Class	One
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B1.2.2.1.1
Performance Indicator	Learners can describe religious festivals in Ghana
Strand	Religious Practices and their Moral Implications
Sub strand	Religious Festivals in the Three Major Religions in
	Ghana
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing		What have we learnt
	songs and recite familiar	<ul> <li>Guide learners to</li> </ul>	today?
	rhymes	mention festivals	
		celebrated in the three	Ask learners to
		religions Christian:	summarize the main
		Christmas, Easter, etc	points in the lesson
		Islamic: Eid-ul-Fitr, Eid-ul-	
		Adha, etc African	
		Traditional Religion (ATR):	
		Odwira, Damba, Homowo,	
		Hogbetsotso, FetuAfahyE,	
		etc.	
		Assessment: let learners	
		describe religious festivals	
		in Ghana	

		T	
Week Endi	ng		
Class		One	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B1.2.5.1.1	
Performance Indicator		Learners can identify Ghanaians of diverse fields who have contributed significantly to national development including Theodosia Okoh (National flag). Amon Kotei (Coat of Arms). Baba Yara (Football), Ephraim Amu (Music), Kofi Antubam (Art and craft), Kow Ansah (Film) etc.	
Strand		My Country Ghana	
Sub strand		Some Selected Individuals	
	Learning Resources	Pictures	
_		novation Communication and	
Developme	ent and Leadership Critical	Thinking and Problem Solvin	g.
	T		
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	Show and discuss a documentary of significant individuals.	What have we learnt today?  Ask learners to
		Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of significant individuals.	What have we learnt today?
		Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development	Ask learners to summarize the main points in the lesson

Week End	ing		
Class		One	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning I	ndicator(s)	B1.2.5.2.1	
Performar	ice Indicator	Learners can Identify the b	ase of support of balanced
		objects	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES
Sub stranc	1	SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY
		MANAGEMENT AND STRAT	EGIES
Teaching/	Learning Resources	cones	
Core Com	petencies: 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	Guide learners to identify	What have we learnt
	demarcated area in files	the base of support by;	today?
	while singing and	1. Standing up – the legs	
	clapping to warm-up the	being the base of support;	Use answers to
	body for maximal	2. Sitting on the chair –	summarise the lesson.
	performance and to	chair as the base of	
	prevent injuries	support;	
		3. Assume other potures	
		and lead learners to	
		identify the base of	
			1
		support	

Week End	ing		
Class		One	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People cui	rriculum Page
Learning Ir	ndicator(s)	B1.4.1.1.1.	
Performan	nce Indicator	Learners can mention	the characteristics of
		responsible citizen	
Strand		OUR NATION GHANA	
Sub strand	1	Being a Citizen	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Ini	novation Communication ar	nd Collaboration Persona
Developm	ent and Leadership Critical	Thinking and Problem Solvi	ng.
	-		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners role play on	What have we learnt
	songs and recite familiar	some of the	today?
	rhymes	characteristics of a	
		responsible citizen.	Ask learners to
			summarize the main
		A	points in the lesson
		Assessment: let learners mention the	
		characteristics of a	
		responsible citizen	
		responsible citizen	
Thursday	Engage learners to sing	Learners role play on	What have we learnt
•	songs and recite familiar	some of the	today?
	rhymes	characteristics of a	,
	,	responsible citizen.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	Poto the 1655011
	Í		Í
		mention the	
		characteristics of a responsible citizen	

Week Ending	
Class	one
Subject	CREATIVE ARTS
Reference	Creative Arts curriculum
Learning Indicator(s)	B1 1.4.7.1 B1 2.4.7.1
Performance Indicator	Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines  Learners can examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork based on the agreed guidelines
Strand	Visual Arts Performing Arts
Sub strand	Appreciating and Appraising
Teaching/ Learning Resources	Pictures
	anation Communication and Collaboration Demonstrat

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: 2 view	What have we learnt
	songs and recite familiar	and make informed	today?
	rhymes	decisions on agreed	
		guidelines by using the	Ask learners to
		senses and movement; 2	summarize the main
		assess based on	points in the lesson
		established guide for	
		judging artworks by using	
		the theme, subject	
		matter, media,	
		techniques, elements; 🛚	
		recognise the	
		characteristics of own and	
		others' displayed visual	
		artworks 🛚 talk about the	
		usefulness of the	
		displayed visual artworks;	
		☑ identify future	
		modifications that can be	

		made to enhance the usefulness	
Wadnosday	Engago learners to sing	Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork	What have we learnt
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② based on agreed guidelines assess the value and recognise the characteristics ③ assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements ③ express own likes and dislikes about the music, dance and drama artworks ⑤ make suggestions for developing own and others' music, dance and drama artworks  Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork	What have we learnt today?  Ask learners to summarize the main points in the lesson

Learning In	dicator (s) (Ref. No.)	B1.5.3.1.3 Write a sentence	with an action word
		correctly.	
		B1.5.4.1.1. Recognise adjec	tives in sentences.
		B1.5.4.1.2 Recognise compa	arative words/adjectives in
		short sentences	
Performan	ce Indicators	• The learner	should write a sentence
		with an action word	correctly.
		• The learner s	should recognise adjectives
		in sentences.	de de la companya de la companya de la companya de la companya de la companya de la companya de la companya de
		comparative words/	should recognise
		sentences	aujectives in short
		•	
Week Endir	ng		
Reference		Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
	Learning Resources	Manila cards, markers, reco	
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
	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)		had a l
	Engage leaners to sing	Write a simple sentence	What have we learnt
	songs and recite	on the board. The	today?
	familiar rhymes	sentence must have an	
		action word already	
		treated.	
		Discuss the action word	
		with learners.	
		• Let learners write the	
		sentences with an action	
		word in their exercise	
		books.	
			Review the lesson with
		Assessment: let learners	learners
		write a sentence with an	
		action word correctly.	
		action word correctly.	

Engage leaners to	sing	<ul> <li>Show some concrete</li> </ul>	What have we learnt
songs and recite		objects to learners with	today?
familiar rhymes		different colours and size.	
		<ul> <li>Discuss the objects with</li> </ul>	
		them and ask them to	
		describe the objects.	
		<ul> <li>Write down the</li> </ul>	
		qualifying words that	
		learners mention on the	
		board.	
		• Write group of words on	
		flashcards and show it to	
		learners.	
		<ul> <li>Lead learners to read</li> </ul>	
		the words and recognise	
		the adjectives in the group	
		of words.	Review the lesson with
		<ul> <li>Help learners to</li> </ul>	learners
		recognise adjectives.	learners
		E.g. Colours: red, yellow,	
		blue, etc.	
		Sizes: small, big, etc.	
		Assessment: let learners	
		identify adjectives in	
		sentences.	
Engage leaners to	sing	Write simple sentences	What have we learnt
songs and recite		on flashcards and show it	today?
familiar rhymes		to learners.	
		<ul> <li>Lead learners to read</li> </ul>	
		the sentences.	
		<ul> <li>Lead learners to</li> </ul>	
		recognise the adjectives in	
		the sentences	
		Assessment: let learners	
		Identify comparative	
		words/adjectives in short	Review the lesson with
		sentences	learners

## TERM TWO BASIC TWO WEEK TEN

## WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC TWO

Name of School.....

Week Endir	ng		
Class	lass Two		
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning In	dicator(s)	B2.1.7.1.3 B2.2.7.2.2	B2.4.7.1.1 B2.5.7.1.2.
J	`,	B2.6.1.1.1	
Performano	ce Indicator	Learners can recognise and	d discuss events in a story
		(characters, settings, moral	•
		Learners can describe even	ts in a story
		Learners can write or cop	by correct sentences from
		substitution tables	
		Learners can use prepo	ositions to form simple
		sentences to indicate positi	ion and time
		Learners can read a va	riety of age and level-
		appropriate books and text	s from print and non-print
Teaching/ Learning Resources Word cards, sentence cards, letter cards, h		s, letter cards, handwriting	
		on a manila card and a class	s library.
Core Competencies: Creativity and Innovation Communication a		ovation Communication and	d Collaboration Personal
Developme	nt and Leadership Critical 1	Thinking and Problem Solvin	g.
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Read aloud a story to	today?
	rhymes	learners.	
		Have them identify and	Ask learners to
		discuss (in pairs) the	summarize the main
		events in the story.	points in the lesson
		Have groups share their	
		views with the whole	
		class.	
		1	1

		Assessment: let learners	
		discuss events in a story	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING  • Have learners retell stories sequentially. • Have them identify and describe events in the stories.  Assessment: let learners describe events in a story	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 a simple 3-4 column substitution table on the board  I Sing at School We Play Home The Read the park  Have learners identify the words that make up the table. • With an example, let learners form sentences from the substitution table Have learners read out their sentences and write down their sentences in their books  Assessment: let learners copy correct sentences from substitution tables	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 a short passage containing prepositions that indicate position and time.  • Let learners identify the prepositions.  Assessment: let learners use prepositions to form simple sentences to indicate position and time	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.  • Have a variety of age and level-appropriate books for learners to make a choice.  • Introduce narratives, pop-up and flip-the-page texts to learners.  • Introduce e-books to learners, if available.  • For each reading session, guide learners to select books  Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print	What have we learnt today?  Ask learners to summarize the main points in the lesson

Week Ending		
Class	Two	
Subject	CREATIVE ARTS	
Reference	Creative Arts curriculum	
Learning Indicator(s)	B2 1.4.7.1 B2 2.4.7.1	
Performance Indicator	Learners can use the agreed guidelines to make	
	decisions on the beauty and usefulness of the	
	displayed visual artworks as representations of	
	artworks produced or found in other Ghanaian	
	communities	
	Learners can use the agreed guidelines to make	
	decisions on the beauty and usefulness of the	
	displayed performing artworks as representations of	
	artworks produced or found in other Ghanaian	
	communities	
Strand	VISUAL ARTS PERFORMING ARTS	
Sub strand	Appreciation and Appraising	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Inc	novation Communication and Collaboration Personal	

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to: 2 view	What have we learnt
	songs and recite familiar	and make informed	today?
	rhymes	decisions on the artworks	
		using the senses and the	Ask learners to
		agreed guidelines 🛚	summarize the main
		examine the features of	points in the lesson
		the artworks based on the	
		agreed guidelines (e.g. the	
		theme, subject matter,	
		media and techniques	
		used); 2 assess the beauty	
		and usefulness of own and	
		others' displayed visual	
		artworks as	
		representations of	
		artworks produced or	

Wednesday	Engage learners to sing songs and recite familiar rhymes	found in other Ghanaian communities.  Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print  Learners are to: ② view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines ② examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); ② assess the beauty and usefulness of own and others' displayed music, dance and drama performances as representations of	What have we learnt today?  Ask learners to summarize the main points in the lesson
		performances as	
		Assessment: let learners use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks	

Week Ending		
Class	Two	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B2.3.1.1.1	
Performance Indicator	Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.	
Strand	GEOMETRY AND MEASUREMENT	
Sub strand	2D and 3D Shapes	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:	Sort a collection of 3D	Review the lesson with
		objects by 1 or 2 features	Learners
	I'm counting one, what	and explain the sorting	
	is one	rule use	Assessment: have
			learners to practice with
			more examples
Tuesday	Sing songs like:	Sort a collection of 3D	Review the lesson with
		objects by 1 or 2 features	Learners
	I'm counting one, what	and explain the sorting	
	is one	rule use	Assessment: have
			learners to practice with
			more examples
Wednesday	Sing songs like:	Sort a collection of 3D	Review the lesson with
		objects by 1 or 2 features	Learners
	I'm counting one, what	and explain the sorting	
	is one	rule use	Assessment: have
	1		learners to practice with
			more examples

Thursday	Sing songs like:	Sort a collection of 3D	Review the lesson with
		objects by 1 or 2 features	Learners
	I'm counting one, what	and explain the sorting	Assessment: have
	is one5 - Fire	rule use	learners to practice with
			more examples
Friday	Sing songs like:	Identify examples of these	Review the lesson with
		3D objects in the	Learners
	I'm counting one, what	classroom and community	
	is one		Assessment: have
			learners to practice with
			more examples

Week Endi	ing		
Class		Two	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Ir	ndicator(s)	B2.4.3.1.1	
Performan	ce Indicator	Learners can discover the e	ffects of forces on objects
Strand		FORCES AND ENERGY	
Sub strand		FORCES AND MOVEMENT	
Teaching/	Learning Resources	Pictures	
Core Comp	petencies: Creativity and Ini	novation Communication an	d Collaboration Personal
Developm	ent and Leadership Critical	Thinking and Problem Solvir	ng.
	<del></del>	,	<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	Provide different	What have we learnt
	songs and recite familiar	scenarios to let learners	today?
	rhymes	know that forces cause	
		objects to move or stop,	Ask learners to
		e.g. kicking a ball, pushing	summarize the importan
		a chair or pulling a rope,	points of the lesson
		etc.	
		Learners engaged to do	
		the following activities:	
		scrambling of paper and	
		metal foils, pushing	
		objects in the classroom,	
		squeezing empty plastic	
		bottles etc.  • Learners talk about the	

activities they performed

Assessment: let learners write the effects of forces

Emphasise the effects of

changing shape, making it

forces on objects, e.g.

What have we learnt

today?

on objects

Thursday

Engage learners to sing

rhymes

songs and recite familiar

move, changing the	Ask learners to
direction of movement	summarize the important
and reducing the speed of	points of the lesson
a moving object.	
Assessment: let learners	
write the effects of forces	
on objects	

Week Ending		
Class	Two	
Subject	RELIGIOUS AND MORAL EDUCATION	
Reference	RME curriculum Page	
Learning Indicator(s)	B2. 3.1.1.2:	
Performance Indicator	Learners can outline the moral lessons in the early lives	
	of the religious leaders.	
Strand	Religious Leaders	
Sub strand	Early Life of the Leaders of the three Major Religions	
Teaching/ Learning Resources	Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal		

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Lead learners to talk about	What have we learnt
	songs and recite familiar	the moral lessons they	today?
	rhymes	have learnt from the	
		discussions about the	Ask learners to
		religious leaders of the	summarize the main
		three main religions in	points in the lesson
		Ghana.	
		Assessment: let learners	
		outline the moral lessons	
		in the early lives of the	
		religious leaders	

Week Ending		
Class	Two	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B2.2.5.1.1	
Performance Indicator	Learners can identify Ghanaian women who have made significant contributions to national development	
Strand	My Country Ghana	
Sub strand	Some Selected Individuals	
Teaching/ Learning Resources	Pictures	

<b>DAYS</b> Tuesday	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage learners to sing songs and recite familiar	PHASE 2: MAIN 40MINS (New Learning Including Assessment)  Think pair-share-activity: Individual learners identify	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt today?
	rhymes	a woman who they admire most in the community.  They choose partners and discuss the reasons for their choice.	Ask learners to summarize the main points in the lesson
		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
Thursday	Engage learners to sing songs and recite familiar rhymes	Think pair-share-activity: Individual learners identify a woman who they admire most in the community. They choose partners and discuss the reasons for their choice.	What have we learnt today?  Ask learners to summarize the main points in the lesson

	Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
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Week Endi	Week Ending			
Class		Two		
Subject		PHYSICAL EDUCATION		
Reference		PE curriculum Page		
Learning In	dicator(s)	B2.2.4.2.2:		
Performan	ce Indicator	Learners can identify the roles of parts of the body not		
		directly involved in catching	g objects.	
Strand		MOVEMENT CONCEPTS, PR	INCIPLES AND STRATEGIES	
Sub strand		SPACE AWARENESS, DYNAM	MICS, RELATIONS, BODY	
		MANAGEMENT AND STRAT	EGIES	
Teaching/	earning Resources	cones		
Core Comp	etencies: Creativity and Inr	novation Communication an	d Collaboration Personal	
_		Thinking and Problem Solvir		
-	<u> </u>			
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Friday	Learners jog round a	Learners understand that	What have we learnt	
	demarcated area in files	the parts of the body that	today?	
	while singing and	are not involved in		
	clapping to warm-up the	catching the ball help to	Use answers to	
	body for maximal	stabilise the body in	summarise the lesson.	
	performance and to	absorbing the impact of		
	prevent injuries	the ball.		
	,			
			1	

Week Ending		
Class	Two	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B2.4.1.1.1	
Performance Indicator	Learners can explain values cherished by individuals in	
	society	
Strand	OUR NATION GHANA	
Sub strand	Being a Citizen	
Teaching/ Learning Resources Pictures		
Consideration Constitute and Institute Communication and Callaboration Bossessia		

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 in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Learners role play the roles of members of the community in the upbringing of its members: education, discipline, counselling, etc	
		Assessment: let learners explain values cherished by individuals in society .	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the following: i. Patriotism ii. Tolerance iii. Volunteerism	What have we learnt today?

iv. Love	Ask learners to summarize the main
Assessment: let learners explain values cherished by individuals in society	

Learning Indicator (s) (Ref. No.)		B2.5.3.1.2 Write three-letter present tense action	
		words.	
		B2.1.1.3 Use present tense action words in a simple	
		sentence correctly.	
		B2.5.4.1.1 Recognise compa	arative words/adjectives in
		sentences.	
Performanc	e Indicators	<ul> <li>The learner</li> </ul>	should write three-letter
		present tense action	
			should use present tense
			nple sentence correctly. Should recognise
			adjectives in sentences.
Week Endin	g	comparative words,	dajectives in sentences.
Reference	-	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
Teaching/ L	earning Resources	Manila cards, markers, reco	orded audios visual
Core Compe	etencies: Communication a	nd collaboration Personal de	velopment and leadership
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	<ul> <li>Write three-letter</li> </ul>	What have we learnt
	songs and recite	present tense action	today?
	familiar rhymes	words on the board.	
		<ul> <li>Lead learners to read</li> </ul>	
		the words.	
		<ul> <li>Let learners read the</li> </ul>	
		action words as a group.	
		<ul> <li>Let learners read the</li> </ul>	
		action words one after the	
		other.	
		<ul> <li>Demonstrate the action</li> </ul>	
		words with the class.	
		• Let learners write three-	Daview the lease 194
		letter present tense action	Review the lesson with
		words.	learners
		Assessment: let learners	
		write three-letter present	
		tense action words.	

T		1
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Revise the action words introduced with learners.</li> <li>Write simple sentences made up of present tense action words on the board.</li> <li>Lead learners to read the sentences.</li> <li>Let learners read the sentences as a group.</li> <li>Let learners read the sentences one after the other.</li> <li>Help learners to use present tense action words to form simple sentences.</li> </ul>	What have we learnt today?
	Assessment: let learners use present tense action words in a simple sentence correctly.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write sentences with adjectives underlined on flashcards.</li> <li>Lead learners to read the sentences.</li> <li>Let learners read the sentences on their own and correct them where necessary.</li> <li>Use the flashcards to assist learners to recognise comparative</li> </ul>	What have we learnt today?

	words/adjectives in	Review the lesson with
	sentences	learners
	Assessment: let learners	
	identify comparative	
	words/adjectives in	
	sentences.	

## TERM TWO BASIC THREE WEEK TEN

## **BASIC THREE**

Name of School.....

Week Endir	g		
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculur	n Page
Learning Indicator(s)		B3.1.7.1.2 B3.2.7.1.1. B3.4.9.3.2 B3.5.6.1.1. B3.6.1.1.1	
Performance Indicator		A. Learners can recognise and relate the sequence of events in stories     B. Learners can use self-correction strategies to make meaning when reading texts     C. Learners can proofread draft to correct punctuation and spelling errors     D. Learners can identify qualifying words     E. Learners can read a variety of age and level-appropriate books and summarise them	
Teaching/ L	earning Resources	Word cards, sentence cards, letter cards, handwriting	
		on a manila card and a class	s library.
		PHASE 3: REFLECTION  10MINS	
	MINS (Droporing The Brain	(New Learning Including	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Read a narrative text aloud to learners.  • Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners identify the sequence of events in stories	

Tuesday	Engage learners to sing	B.READING	What have we learnt
racsaay	songs and recite familiar	Engage learners on before	today?
	rhymes	reading activities, e.g.	today.
	Triyines	review of background	Ask learners to
		knowledge, discussion of	summarize the main
		title and accompanying	points in the lesson
		pictures).	points in the lesson
		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.	
		Accessor outs let leave out	
		Assessment: let learners	
		use self-correction	
		strategies to make	
		meaning when reading	
		texts	
Wednesday	Engage learners to sing	C. WRITING	What have we learnt
vvcanesaay	songs and recite familiar	Have learners proofread	today?
	rhymes	the revised draft of their	today.
	Titytiles	writing for errors relating	Ask learners to
		to the conventions of	summarize the main
		punctuation,	points in the lesson
		capitalisation, spelling,	points in the lesson
		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	
		punctuation and spelling	
		,	
1		errors.	

		Have learners write a neat final copy and read it once again to check for errors.	
		Assessment: let learners proofread draft to correct punctuation and spelling errors	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE  Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully. • Elicit other adverbs and provide practice	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 Ending		
Class	Three	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B3.1.3.1.3	
Performance Indicator	Learners can Compare and order unit fractions and	
	fractions with like denominators by using concrete	
	models, pictorial representations and number line	
Strand	Number	
Sub strand	Fractions	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Sing songs like:  I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire	Use pictorial representations to c ompare pairs of fractions. Which is larger, 3/8 and ½?  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 ½?  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

Wednesday	Sing songs like:	Use fraction charts to	Review the lesson with
		compare pairs of fractions.	Learners
	I'm counting one, what	Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$	
	is one	_	
	1 - One is one alone,	from smallest to largest	Assessment: have
	alone it shall be.	3/6, 2/3 and 5/6	learners to practice with
	2 - Two pair, two pair		more examples
	come pair let us pair	$\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:	Use fraction charts to	Review the lesson with
		compare pairs of fractions.	Learners
	I'm counting one, what	Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$	
	is one	<b>5</b> ,	
	1 - One is one alone,	from smallest to largest	Assessment: have
	alone it shall be.	3/6, 2/3 and 5/6	learners to practice with
	2 - Two pair, two pair		more examples
	come pair let us pair	1 1 3 13	
	3 - Turn around	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
	4 - Follow me	\$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$\frac{1}{6}\$         \$1	
	5 - Fire	$ \begin{array}{ c c c c c c c c c c c c c c c c c c c$	
		20 20 20 10 10 10 10 10 10 10 10	
Friday	Sing songs like:	Use fraction charts to	Review the lesson with
,		compare pairs of fractions.	Learners
	I'm counting one, what	Which is larger, $\frac{3}{8}$ and $\frac{1}{4}$	
	is one		
	1 - One is one alone,	from smallest to largest	Assessment: have
	alone it shall be.	3/6, 2/3 and 5/6	learners to practice with
	2 - Two pair, two pair		more examples
		$ \begin{array}{c c c c c c c c c c c c c c c c c c c $	
		l	

Week Endir	ng		
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning In	dicator(s)	B3.4.1.2.2	
Performance		Learners can know the eve	ryday uses of heat
		Learners can know the everyday uses of fleat	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF E	NERGY
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)		
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	
-1 '		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		

	Assessment: let learners	Ask learners to
	explain why farmers need	summarize the important
	heat	points of the lesson

Week Ending		
Class	Three	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	B3.3.4.1. 1. B3.3.4.1. 2.	
Performance Indicator	Learners can describe the youthful lives of the leaders	
	of the three major religions in Ghana.	
	Learners can identify moral lessons of the lives of the	
	religious leaders	
Strand	OUR BELIEFS AND VALUES	
Sub strand	Being a Leader	
Teaching/ Learning Resources	Pictures	

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)	Assessmenty	(Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion	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	Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, courage, perseverance, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

Week Ending		
Class	Three	
Subject	HISTORY	
Reference	History curriculum Page	
Learning Indicator(s)	B3.2.4.1.1	
Performance Indicator	Learners can identify the forts and castles built along	
	the coast of Ghana	
Strand	My Country Ghana	
Sub strand	Major Historical Locations	
Teaching/ Learning Resources	Pictures	

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
			points in the lesson
		Assessment: let learners	
		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 End	ding		
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference	9	PE curriculum Page	
Learning	Indicator(s)	B3.3.1.3. 1:	
Performa	nce Indicator	Learners can Dance for 10	minutes with music
Strand		PHYSICAL FITNESS	
Sub stran	d	AEROBIC CAPACITY, STREN	GTH,
		ENDURANCE, FLEXIBILITY B	ODY COMPOSITION
Teaching,	Learning Resources	cones	
Core Com	petencies: Creativity and Ini	novation Communication ar	d Collaboration Personal
Developn	nent and Leadership Critical	Thinking and Problem Solvii	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		
		Assessment: let learners	

Week En	ding	1		
	laing			
Class		Three		
Subject		RELIGIOUS AND MORAL E	DUCATION	
Reference	ce	RME curriculum Page		
Learning	Indicator(s)	B3.3.1.1.1		
Performance Indicator		Learners can describe the	youthful lives of the leaders	
		of the three major religion	s in Ghana. •	
Strand		Religious Leaders	Religious Leaders	
Sub strand		The Youthful Life of the Le	The Youthful Life of the Leaders of the three Major	
		Religions	Religions	
Teaching	g/ Learning Resources	Pictures		
Core Cor	npetencies: Creativity and Ir	nnovation Communication a	nd Collaboration Personal	
Develop	ment and Leadership Critica	l Thinking and Problem Solvi	ng.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	

(Preparing The Brain Assessment) (Learner And Teacher) For Learning) 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

Class	ng		
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 1.4.7.1 B3 2.	4.7.1
Performance Indicator		Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other African communities  Learners can use agreed guidelines to make informed decisions about the value and functions of own and others' music, dance and drama performances that express own views of people in other African communities	
Strand		VISUAL ARTS	
Sub strand		Appreciating and Appraising	 g
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and Inn	ovation Communication and Problem Solving	
Core Comp	etencies: Creativity and Innent and Leadership Critical T	PHASE 2: MAIN 40MINS	g. PHASE 3: REFLECTION
Core Comp Developme	etencies: Creativity and Innent and Leadership Critical T	Thinking and Problem Solvin	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:  ② view and make informed decisions on agreed guidelines by using the senses and movement ③ assess based on established guide for judging music, dance and drama by using the theme, subject matter, instruments, costumes, techniques, elements ② to respond, appreciate and appraise own and/or music, dance and drama, ② recognise the characteristics of own and others' music, dance and drama ② talk about the usefulness of the displayed music, dance and drama ② identify future modifications that can be done to enhance the usefulness  Assessment: let learners use agreed guidelines to make informed decisions	What have we learnt today?  Ask learners to summarize the main points in the lesson

	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 advert	bs from a group of words.
Performano	ce Indicators	The learner	should know and use
		comparative words/	adjectives in sentences
		• The learner s	should demonstrate
		knowledge of the us	
			should recognise adverbs
Week Endir	 ng	from a group of wor	us.
Reference	.0	Ghanaian Language curric	ulum
Subject		GHANAIAN LANGUAGE	
_			
	earning Resources	Manila cards, markers, reco	
Core Comp	etencies: Communication a	nd collaboration Personal de	evelopment and leadership
D 41/6	DUACE 4 CTARTER 40	DUACE 2 NAMES 400 AVAIC	DUACE 2 DEFLECTION
DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION  10MINS
	(Preparing The Brain	(New Learning Including	
	For Learning)	Assessment)	(Learner And Teacher)
	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.	
	, ,	<ul> <li>Use simple adjectives to</li> </ul>	
		form simple sentences	Review the lesson with
		and lead learners to read.	learners
		<ul> <li>Underline the adjectives</li> </ul>	
		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	
		use comparative	
		words/adjectives in	
		sentences	

	B : .I .	Sad at the
Engage leaners to sing		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.	
	and now they are used.	
	Assessment: let learners	
	use of adverbs to form	
	sentences	
Face leaves to the	1 -1 1	M/h a l h a a a l a a a l
Engage leaners to sing		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.	
	I LITETII.	
	them.	
	them.	
	them.	

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

## TERM TWO BASIC FOUR WEEK TEN

## WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC FOUR

Name of School.....

Week Endi	ng		
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning In	dicator(s)	B4.1.8.1.1. B4.2.7.1 B4.4.12.1.1 B4.5.6.1	
Performance Indicator		and intonation in questions  B. Learners can read silently and closely for:  C. Learners can use the for:  Completed actions or even actions in the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pass of the pa	e simple past form of verbs  ents  tt  use descriptive to describe places, personal ents dverbs to talk about when on of a verb took place a variety of age- and level to and present a-two-
Teaching/ I	Learning Resources	Word cards, sentence cards	,
		on a manila card and a clas	·
-	·	novation Communication and	
Developme	ent and Leadership Critical 1	Thinking and Problem Solvin	g.
			T
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
Monday	For Learning)	A OBALLANCAUCE	What have we learnt
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Through role-play,	today?
	rhymes	learners ask questions	
		such as: What is your	

		name? How are you? Where do you live? • Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school?	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing	Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions  B.READING	What have we learnt
	songs and recite familiar rhymes	Briefly discuss the need for silent reading.  • Guide learners with prereading questions.  • Assign them to read the text silently to find answers to the prereading questions.	Ask learners to summarize the main points in the lesson
		Assessment: let learners read level-appropriate texts silently and closely for comprehension.	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Revise the simple present tense by having learners say what they do regularly e.g. every morning.  • Learners listen to a simple story in which several completed actions have occurred.  • Discuss the story and have learners identify the verbs.	What have we learnt today?  Ask learners to summarize the main points in the lesson

	<ul> <li>Learners engage in a conversion drill for practice.</li> <li>Learners write simple sentences in the past tense using (both regular and irregular verbs).</li> </ul>	
	Assessment: let learners use the simple past form of verbs to form sentences	
Engage learners to sing songs and recite familiar rhymes	Revise adjectives by having learners describe familiar people, objects and places in their environment.  • Learners in their groups talk about interesting places they have visited.  • Guide them to describe places of their choice using knowledge of adjectives.  • Have them do peer editing and share their work with the class.  • They repeat the procedure above to describe events, situations and personal experiences.  Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events	What have we learnt today?  Ask learners to summarize the main points in the lesson
	E.WRITING CONVENTION Learners in group go on a field trip/excursion to e.g. a tourist centre. • Let them write and	
	songs and recite familiar	conversion drill for practice.  • Learners write simple sentences in the past tense using (both regular and irregular verbs).  Assessment: let learners use the simple past form of verbs to form sentences  Engage learners to sing songs and recite familiar rhymes  Revise adjectives by having learners describe familiar people, objects and places in their environment.  • Learners in their groups talk about interesting places they have visited.  • Guide them to describe places of their choice using knowledge of adjectives.  • Have them do peer editing and share their work with the class.  • They repeat the procedure above to describe events, situations and personal experiences.  Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events  E.WRITING CONVENTION Learners in group go on a field trip/excursion to e.g. a tourist centre.

		demonstrate their knowledge of adverbs of place and time.  Assessment: let learners use adverbs to talk about when and where the action of a verb took place	
Friday	Guide learners to choose and read books during the library period	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair- share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback  Assessment: let learners can read a variety of age- and level appropriate books and present a-two- paragraph summary of each book read	Have learners to tell what they read to the whole class

Week Ending		
Class	Four	
Subject	MATHEMATICS	
Reference	Mathematics curriculum Page	
Learning Indicator(s)	B4.2.1.3.1 B4.2.1.3.2 B4.2.2.1.1	
Performance Indicator	Learners can translate the information in a given problem	
	into a table or chart.	
	Learners can identify and extend the patterns in a table or	
	chart to solve a given problem.	
	Write a given problem as an equation in which a symbol is	
	used to represent an unknown number.	
Strand	Algebra	
Sub strand	Patterns and Relationships	
Teaching/ Learning Resources	Counters	

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

DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MA (New Learnin Assessment)			PHASE 3: REFLECTION  10MINS (Learner And Teacher)
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let	Given the nur students to ex explain how they determined the pattern and its missing elements	•		Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like: I'm counting one,	Ask students represent this relationship b concrete repr	s pattern and etween the o	describe the	Review the lesson with Learners

Wednesday Sing songs like: I'm counting one,		pattern: Student	tudents two s that are re s should firs	late st ex	ed in sor xtend ea	ne way. ich one	Assessment: have learners to practice with more examples Review the lesson with Learners
	what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two	by three more numbers. Then they should explain how the two patterns are alike and how they are different  Pattern A Pattern B			Assessment: have learners to practice with more examples		
	pair come pair let us pair	1	5		1	2	
	3 - Turn around	2	10		2	7	
	4 - Follow me	3	15		3	12	
	5 - Fire	4	20		4	17	
		5	25		5	22	
Thursday	Sing songs like:  I'm counting one, what is one  1 4 - Follow me 5 - Fire	Students could make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different		Assessment: have learners to practice with more examples			
Friday	Sing songs like: I'm counting one, what is one 1 - One is one	Ask students to explain the purpose of the box symbol in the following equation:  15 - 2 = 8		Review the lesson with Learners  Assessment: have learners to practice with more examples			

Week En	ding				
Class	<u>8</u>	Four			
Subject		SCIENCE			
Reference	ce	Science curriculum Page			
Learning	Indicator(s)	B4.4.2.1.2			
Performance Indicator		Learners can describe ways of conserving electricity			
Strand		FORCES AND ENERGY			
Sub strand		ELECTRICITY AND ELECTRONICS			
Teaching/ Learning Resources		Pictures	Pictures		
Core Cor	npetencies: Creativity and Ir	nnovation Communication ar	nd Collaboration Personal		
Develop	ment and Leadership Critica	l Thinking and Problem Solvi	ng.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including	10MINS		
	(Preparing The Brain	Assessment)	(Learner And Teacher)		

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 explain why their	What have we learnt
	songs and recite familiar	parents put off the lights,	today?
	rhymes	television and other	
		electrical appliances when	Ask learners to
		leaving the house in the	summarize the important
		morning.	points of the lesson
		Discuss with learners	
		what happens when	
		electrical gadgets such as	
		heaters and pressing irons	
		are left on when leaving	
		the house.	
		• Learners work in groups	
		to discuss activities that	
		contribute to wastage of	
		electricity.	
		Based on their	
		responses, facilitate a	
		discussion on ways of	
		conserving electricity.	
		Assessment: let learners	
		describe ways of	
		conserving electricity	

Thursday	Engage learners to sing	Learners work in groups to	What have we learnt
11.0	songs and recite familiar	discuss activities that	today?
	rhymes	contribute to wastage of	
	,	electricity.	Ask learners to
		Based on their	summarize the important
		responses, facilitate a	points of the lesson
		discussion on ways of	points of the lesson
		conserving electricity.	
		Learners present their	
		ideas to class for	
		discussion	
		Project: Monitoring	
		electricity consumption in	
		the home and at school.	
		Learners record the	
		amount of electricity	
		consumed in their homes	
		or at school over a period	
		of three (3) months and	
		report on their findings	
		Assessment: let learners	
		describe ways of	
		conserving electricity	

Week Ending	
Class	Four
Subject	OUR WORLD OUR PEOPLE
Reference	Our World Our People curriculum Page
Learning Indicator(s)	B4 3.4.1.1.
Performance Indicator	Learners can describe leadership as a valuable skill
Strand	OUR BELIEFS AND VALUES
Sub strand	Being a Leader
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Learners recall leaders in	What have we learnt
	songs and recite familiar	the community and others	today?
	rhymes	they know of (Jesus Christ,	
		Mohammed, Okomfo	Ask learners to
		Anokye, Togbui Tsali,	summarize the main
		President Mahama,	points in the lesson
		Kwame Nkrumah, Edward	
		AkuffoAddo, Jerry John	
		Rawlings, John Kofi	
		Agyekum Kufour, John	
		Evan Atta-Mills Yaa	
		Asanteman etc.) and talk	
		about their good	
		leadership qualities:	
		Setting good examples,	
		inspiring people to be	
		better, having clear vision,	
		ability to communicate	
		and understand, maintain	
		positive attitude, take	
		risks responsibly, make	
		good decisions, encourage	
		team activities.	

		Assessment: let learners describe good leadership qualities	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play or engage in other leaders' activities that teach good leadership skills in the home, school and community such as developing self-confidence to needed to lead class members, making decisions about food to eat, as telling stories about Jesus and Mohammed.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners describe leadership as a valuable skill	

Week Ending	
Class	Four
Subject	RELIGIOUS AND MORAL EDUCATION
Reference	RME curriculum Page
Learning Indicator(s)	B4.4.1.1.1
Performance Indicator	Learners can explain the need to be committed to God
Strand	The Family and Community
Sub strand	Roles and Relationships
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Friday	Engage learners to sing	Let learners mention the	What have we learnt
	songs and recite familiar	ways by which we are	today?
	rhymes	committed to God:	
		- Prayer,	Ask learners to
		- service to humankind,	summarize the main
		- caring for the	points in the lesson
		environment,	
		- helping the needy	
		(charity), etc.	
		Guide learners to discuss	
		the need to be committed	
		to God:	
		- God created us; it is a	
		command from Him,	
		- He provides our needs,	
		- we get good things from	
		Him, - we worship Him, etc	
		Assessment: let learners	
		explain the need to be	
		committed to God	

Week Endi	ng			
Class		Four		
Subject		HISTORY		
Reference		History curriculum Page		
Learning Ir	ndicator(s)	B4.4.1.1.1		
Performan	ce Indicator	Learners can examine the B	ond of 1844.	
Strand		Colonisation and Developm	ents under Colonial Rule in	
		Ghana		
Sub strand		Establishing British Rule ir	n Ghana	
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 For Learning)	Assessment)	(Learner And Teacher)	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss events leading to the signing of the Bond of 1844	What have we learnt today?  Ask learners to	
	What led to the signing of the bond of 1844? Where was the Bond of		summarize the main points in the lesson	
	1844 signed? Which people signed? What was the significance of the Bond?	Assessment: let learners describe events leading to the signing of the Bond of 1844		
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss events leading to the signing of the Bond of 1844.	What have we learnt today?	
			Ask learners to	
			summarize the main	
		Assessment: let learners describe events leading to the signing of the Bond of 1844	points in the lesson	

Week Ending			
Class	four		
Subject	CREATIVE ARTS		
Reference	Creative Arts curriculum		
Learning Indicator(s)	B4 1.2.3.2 B4 2.2.3.2		
Performance Indicator	Learners can create own artworks using available visual arts media and methods to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities.  Learners can create own artworks using available performing arts media and techniques to express own views, knowledge and understanding of the natural and manmade environments of some Ghanaian communities		
Strand	Visual Arts Performing Arts		
Sub strand	Planning, Making and Composing		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal			

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	Learners are to:	What have we learnt
	songs and recite familiar	select ideas from the	today?
	rhymes	natural and manmade	
		environments of some	Ask learners to
		Ghanaian communities	summarize the main
		and create own designs	points in the lesson
		for artworks	
		② select and use available	
		materials and tools as well	
		as the application of	
		appropriate skills and	
		techniques to make	
		artworks based on their	
		own designs	
		discuss and share their	
		experiences through jury	
		and peer review.	

<b>-</b>	<u></u>		
		Assessment: let learners create own artworks using available visual arts media	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  Iselect ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.;  Iselect and use available performing arts elements, instruments, movement patterns, and techniques to compose and perform own music, dance, drama, poetry, etc. based on their own concepts; Idiscuss and share their experiences through jury and peer review.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners create own artworks using available performing arts media	

Wook End	ling		
Week Ending Class		Four	
Subject			
-		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
	Indicator(s)	B4.3.2.3.1	<i>(( 1)</i>
Performa	nce Indicator	Learners can perform conti	nuous "v" pusn-up
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY, STRENGTH,	
		ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	
		CONTENT STANDARD	
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and Inr	novation Communication an	d Collaboration Personal
Developn	nent 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	Learner demonstrates the	What have we learnt
	demarcated area in files	correct position by sitting	today?
	while singing and	on the floor, straightening	
	clapping to warm-up the	the legs and open to "v"	Use answers to
	body for maximal	shape and keep palms flat	summarise the lesson.
	performance and to	on the floor. Learners lift	
	prevent injuries	the body up at their own	
		pace	

Week Ending	g		
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Pag	ge
Learning Ind	icator(s)	B4.1.3.2.2.	
Performance	e Indicator	Learners can describe vari	ous tools or techniques of
		data collection	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WI	NDOWS INTERFACE
Teaching/ Le	earning Resources	Laptop	
Core Compe	tencies: Creativity and Inn	ovation Communication an	d Collaboration Personal
Developmer	nt and Leadership Critical 1	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)		
	Engage learners to sing	Guide learners to explore	What have we learnt
Wednesday	songs and recite familiar	the tools for collecting	today?
	rhymes	data and aid them to	
		make practical examples	Ask learners to
		of the various tools.	summarize the main
			points in the lesson
		Assessment: let learners	
		describe various tools or	
		techniques of data	
		collection	

superlative adverbs /words B4.5.5.1.1 Explore the use of other postpositions such as below and under in sentences. B4.5.5.1.2 Recognise and use other postpositions in sentences B4.5.5.1.3 Demonstrate the use of postpositions such as below and under in context.  Performance Indicators  • The learner should demonstrate the use of comparative and superlative adverbs /words • The learner should explore the use of other postpositions such as below and under in sentences. • The learner should Recognise and use other postpositions in sentences • The learner should demonstrate the use of postpositions such as below and under in context.  Week Ending Reference Ghanaian Language curriculum  Week Ending Reference Ghanaian Language curriculum  Subject GHANAIAN LANGUAGE  Teaching/ Learning Resources Manila cards, markers, recorded audios visual Core Competencies: Communication and collaboration Personal development and leadership  DAYS PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)  Engage leaners to sing songs and recite familiar rhymes  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more	J	dicator (s) (Ref. No.)	B4.5.4.1.4 Demonstrate the	use of comparative and
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superlative words individually in class. E.g. better, best more		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	(New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
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Review the lesson with		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite	(New Learning Including Assessment)  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more	PHASE 3: REFLECTION  10MINS (Learner And Teacher)  What have we learnt
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superlative adverbs		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite	(New Learning Including Assessment)  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more beautiful, most beautiful.  Assessment: let learners	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Review the lesson with
/words to form sentences		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite	(New Learning Including Assessment)  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more beautiful, most beautiful.  Assessment: let learners use comparative and	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Review the lesson with
use comparative and		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite	(New Learning Including Assessment)  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more beautiful, most beautiful.	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Review the lesson with
		PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning) Engage leaners to sing songs and recite	(New Learning Including Assessment)  • Let learners demonstrate the use of comparative and superlative words individually in class. E.g. better, best more beautiful, most beautiful.  Assessment: let learners use comparative and	PHASE 3: REFLECTION 10MINS (Learner And Teacher)  What have we learnt today?  Review the lesson with

Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let learners explore a poem.</li> <li>Illustrate by putting an object above, below, etc. for learners to discuss where the object is.</li> <li>Use postpositions to write phrases and sentences.</li> <li>Guide learners to read the phrases and sentences as a group.</li> <li>Guide learners to explore the use of other postpositions such as below and under in sentences.</li> </ul>	What have we learnt today?
	<ul> <li>Use postpositions to write phrases and sentences on the board.</li> <li>Let learners read the sentences as a group and in pairs.</li> <li>Let learners recognise postpositions in sentences.</li> <li>Let learners form sentences using the postpositions</li> </ul>	Review the lesson with learners
	Assessment: let learners use postpositions such as below and under in sentences.	

Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write phrases and sentences leaving out the postpositions.</li> <li>Let learners fill them with the correct postpositions.</li> <li>Help learners to demonstrate the use of postpositions such as below and under in context.</li> </ul>	What have we learnt today?
	Let learners form sentences using the postpositions discussed.  Assessment: let learners use postpositions such as below and under in sentences.	Review the lesson with learners

## TERM TWO BASIC FIVE WEEK TEN

## WEEKLY SCHEME OF LEARNING- WEEK TEN BASIC FIVE

Name of School.....

Week Endin	g			
Class		Five		
Subject	ENGLISH LANGUAGE			
Reference		English Language curriculum Page		
Learning Inc	dicator(s)	B5.1.7.1.6 B5.2.7.2.2. B5	3.4.1.1 B5.4.11.1.1	
		B5.5.4.1.4. B5.6.1.1.1		
Performanc	e Indicator	A. Learners can distin	guish between causes and	
		effects of events in a story		
		B. Learners can relate	two or more ideas in a text	
		C. Learners can use co	mparatives forms of regular	
		and irregular adject	ives to make comparisons:	
		– Regular e.g. short	er – Irregular: better	
		D. Learners can write f	reely on topics of choice on	
		issues in the comm	unity	
		E. Learners can use s	ingular and plural subjects	
		and the verb forms that go with them		
		F. Learners can read a variety of age- and le		
		appropriate books and present at least		
		three-paragraph summary of each book read		
Teaching/ L	earning Resources	Word cards, sentence cards	·	
		on a manila card and a clas	-	
· -		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	Assessment)	(Learner And Teacher)	
Manday	For Learning)	Coloct on commonwints	What have we learnt	
Monday	Engage learners to sing songs and recite familiar	Select an appropriate story to be read in class.		
	rhymes	Have learners read the	today?	
	Triyines	story and re-tell it to the	Ask learners to	
		class.	summarize the main	
		Work together with	points in the lesson	
		learners to identify the	points in the lesson	
		events in the story and		
		link them sequentially by		
		min them sequentially by		

		identifying cause and effect. • Learners in their groups choose stories and identify the causes and effects of events. Let learners present their work as the rest listen to them.  Assessment: let learners distinguish between	
		causes and effects of	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Through relevant questions, have learners make personal • connections with a text read. e.g. Does the message in this passage remind you of something? Answer: This story reminds me of a holiday I spent with my grandfather. • Have learners relate two or more ideas within the text or from different texts.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners relate two or more ideas in a text	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR  Let them form the comparative forms for irregular adjectives. e.g. good better  Bad worse	What have we learnt today?  Ask learners to summarize the main points in the lesson

		م المجموع الشام عاملات	
		• Introduce drills to give learners practice in their	
		usage.	
		A	
		Assessment: let learners use comparatives forms of	
		regular and irregular	
		adjectives to make	
		comparisons	
Thursday	Engage learners to sing	D.WRITING	
	songs and recite familiar	Have learners follow the	
	rhymes	writing process to create	
		their own pieces on a	
		given topic.	
		Learners present their	
		work for editing.	
		Have pupils publish their	
		works on the notice board	
		Assessment: let learners	
		write freely on topics of	
		choice on issues in the	
		community	
		,	
Friday	Engage learners to sing	E.WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Note: Let learners use the	
		various tenses(simple,	Ask learners to
		present perfect and past	summarize the main
		perfect Review the listed tenses	points in the lesson
		Review the listed tenses	
		Show samples of texts	
		from their reader and	
		elsewhere.	
		Provide topics for	
		learners to practise with	
		their groups.	
		Assessment: let learners	
		use singular and plural	
		subjects and the verb	
		forms that go with them	

Friday	Guide learners to	E.EXTENSIVE READING	Have learners to tell
	choose and read books	Have learners read	what they read to the
	during the library period	independently books of	whole class
		their choice during the	
		library period.	
		• Learners think-pair-	
		share their stories with	
		peers.	
		Ask each learner to	
		write a-two-three	
		paragraph summary of the	
		book read.	
		Invite individuals to	
		present their work to the	
		class for feedback	
		Assessment: let learners	
		read a variety of age- and	
		level appropriate books	
		and present at least a-	
		three-paragraph summary	
		of each book read	

Week Ending				
Class	Five			
Subject	MATHEMATICS			
Reference	Mathematics curriculum Page			
Learning Indicator(s)	B5.2.1.1.6 B5.2.1.1.7			
Performance Indicator	Learners can determine and explain why a given number			
	is or is not the next element in a pattern			
	Learners can write a rule in words and in algebra to			
	represent a given pattern			
Strand	2. ALGEBRA			
Sub strand	1: Patterns and Relationships			
Teaching/ Learning Resources	Counters			

DAVC	DUACE 4. CTARTER	DUACE 2. BAAIN 404 4/4/C	DUACE 3. DEFLECTION
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	10	(New Learning Including	10MINS
	MINS	Assessment)	(Learner And
	(Preparing The Brain		Teacher)
	For Learning)		
Monday	Sing songs like:	Ask students to respond to the	Review the lesson
		following prompt: Shika filled	with Learners
	I'm counting one,	bags with marbles. She placed	
	what is one	two marbles in the first bag, four	Assessment: have
	1 - One is one alone,	marbles in the second bag, six	learners to practice
	alone it shall be.	marbles in the third bag, eight	with more examples
	2 - Two pair, two	marbles in the fourth bag and	
	pair come pair let us	twelve in the fifth bag.	
	pair	Her friend Ayerko noticed an	
	3 - Turn around	error in the pattern. Can you	
	4 - Follow me	identify and describe the error?	
	5 - Fire	Bags 1 2 3 4	
		Marbles 2 4	
Tuesday	Sing songs like:	Ask students to respond to the	Review the lesson
		following prompt: Shika filled	with Learners
	I'm counting one,	bags with marbles. She placed	
	what is one	two marbles in the first bag, four	
	1 - One is one alone,	marbles in the second bag, six	Assessment: have
	,	<b>5</b> ,	learners to practice
		marbles in the fourth bag and	with more examples
Tuesday	I'm counting one, what is one	following prompt: Shika filled bags with marbles. She placed two marbles in the first bag, four marbles in the second bag, six marbles in the third bag, eight	with Learners  Assessment: have learners to practice

	2 - Two pair, two	twelve in	th	e fift	h bag.		
	pair come pair let us	Her frien	d A	yerk	o notice	ed an	
	pair	error in t	he	patt	ern. Car	you	
	3 - Turn around			•		•	
	4 - Follow me	Bags	1	L	2 3	4	
	5 - Fire	Marbles	5 2	2	4		
		identify a	nd	des	cribe the	e error?	
Wednesday	Sing songs like:	Ask learn	ers	to s	tate the	rules in	Review the lesson
		words an	d ii	n alg	ebra to		with Learners
	I'm counting one,	represen	t a	give	n increa	sing	
	what is one	linear pa	ttei	ns.		_	Assessment: have
	1 - One is one alone,	Term/	1	2	Rule	Rule	learners to practice
	alone it shall be.	Input			for n	for n	with more examples
	2 - Two pair, two				in	in	·
	pair come pair let us				words	Algebra	
	pair		7	14	7	7n	
	3 - Turn around	Result/ Output			times n		
	4 - Follow me	A			''		
	5 - Fire				-1		
Thursday	Sing songs like:	Ask learn	ers	tos	tate the	rules in	Review the lesson
		words an	d ii	n alg	ebra to		with Learners
	I'm counting one,	represen	t a	give	n increa	sing	
	what is one	linear pa	ttei	ns.			
	1 - One is one alone,	Term/	1	2	Rule	Rule	Assessment: have
	alone it shall be.	Input			for n	for n	learners to practice
	2 - Two pair, two				in words	in Algebra	with more examples
	pair come pair let us				words		
	pair	Result/	0	4	4	4(n-1)	
	3 - Turn around	Output A			times one		
	4 - Follow me				less n		
	5 - Fire				•		
Friday	Sing songs like:	Ask learn	ers	to s	tate the	rules in	Review the lesson
		words an	d ii	n alg	ebra to		with Learners
	I'm counting one,	represen	t a	give	n increa	sing	
	what is one	linear pa	ttei	ns.			
	1 - One is one alone,	-					Assessment: have
	alone it shall be.						learners to practice
							with more examples
							·
	•						learners to practice

3 - Turn around			1	words	Algebra
4 - Follow me	Result/ Dutput	4	7	1 more than 3 times n	1 + 3n

Week Endi	ing				
Class		Five			
Subject		SCIENCE			
Reference		Science curriculum Page			
Learning Ir	ndicator(s)	B5.4.1.2.1			
Performance Indicator		Learners can show the rela	tionship between heat ar		
		temperature			
Strand		4: FORCES AND ENERGY			
Sub strand		1: SOURCES AND FORMS OF	F ENERGY		
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	ıg.		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION		
	MINS	(New Learning Including			
	(Preparing The Brain	Assessment)	(Learner And Teacher)		
	For Learning)				
Monday	Engage learners to sing	In a group discussion,	What have we learnt		
	songs and recite familiar	learners find out what will	today?		
	rhymes	happen when heat is			
		applied to a substance or	Ask learners to		
	Review previous lesson	lost from a substance, e.g.	summarize the importar		
	on temperature with	when a substance is	points of the lesson		
	learners	placed in the sun for a			
		while or when a substance			
		is put in a fridge.			
		• Learners undertake an			
		activity of placing objects			
		such as metal plates,			
		pieces of stone in the sun.			
		<ul> <li>Learners initially touch</li> </ul>			
		the objects to feel their			
		degree of warmness			
		before they are put in the			
		sun.			
		After 20 minutes,			
		learners touch the objects			
		again and feel the			
		difference in temperature.			
	ĺ	1	Ì		

• Learners should then

		place the stones or metals in a bowl of water and afterwards, touch again to determine whether they become hotter or colder.  Assessment: let learners show the relationship between heat and temperature	
Thursday	Engage learners to sing songs and recite familiar rhymes	In a group discussion, learners find out what will happen when heat is applied to a substance or lost from a substance, e.g. when a substance is placed in the sun for a while or when a substance is put in a fridge.  Elaborate on learners' ideas, emphasising heat as the factor that changes temperature.  • Summarise lesson by explaining to learners that when heat is lost, temperature reduces, when heat is gained, temperature increases.  Assessment: let learners show the relationship between heat and temperature	What have we learnt today?  Ask learners to summarize the important points of the lesson

Week Ending			
Class	Five		
Subject	OUR WORLD OUR PEOPLE		
Reference	OWOP curriculum Page		
Learning Indicator(s)	B5.4.1.2.1.		
Performance Indicator	Learners can discuss the importance of being a responsible citizen in the nation		
Strand	4: OUR NATION GHANA		
Sub strand	1: Being a Citizen		
Teaching/ Learning Resources	Pictures		
Cara Caranatanaiaa. Craatiriita ana	I Innovetion Communication and Callabayation Daysonal		

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 describe	What have we learnt
	songs and recite familiar	attitudes and behaviours	today?
	rhymes	that show that a person is	
		responsible e.g. obedience	Ask learners to
		to rules and regulations,	summarize the main
		respect others, accepting	points in the lesson
		responsibility (performing	
		assigned duties), taking	
		initiatives, helping needy	
		people.	
		Learners discuss the	
		importance of being a	
		responsible citizen e.g. to	
		promote unity, to gain	
		respect, to be considered	
		a reliable person, etc.	
		Assessment: let learners	
		discuss the importance of	
		being a responsible citizen	
		in the nation	
	1	1	1

Thursday	Engage learners to sing	Learners discuss the	What have we learnt
	songs and recite familiar	importance of being a	today?
	rhymes	responsible citizen e.g. to	
		promote unity, to gain	Ask learners to
		respect, to be considered	summarize the main
		a reliable person, etc.	points in the lesson
		Learners role-play	
		activities of responsible	
		citizens. Learners identify	
		and talk about what they	
		can do to help the country	
		to develop.	
		Assessment: let learners	
		discuss the importance of	
		being a responsible citizen	
		in the nation	

Week End	ing			
Class		Five		
Subject		RELIGIOUS AND MORAL EDUCATION		
Reference		RME curriculum Page		
Learning I	ndicator(s)	B5 3.1.1.2:		
Performance Indicator		Learners can outline the	Learners can outline the moral lessons from the	
		ministry of the various lead	ers	
Strand		3: Religious Leaders		
Sub stranc	ı	1: Ministry of the Leaders	of the Three Major	
		Religions in Ghana		
Teaching/	Learning Resources	Pictures		
Core Comp	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	In groups, let learners	What have we learnt	
	songs and recite familiar	dramatise portions of the	today?	
	rhymes	scripture that depict moral		
		lessons, e.g.	Ask learners to	
		submissiveness, humility,	summarize the main	
		loyalty, etc.	points in the lesson	
		Assessment: let learners		
		outline the moral lessons		
		from the ministry of the		
		various leaders		

Week Ending	
Class	Five
Subject	HISTORY
Reference	History curriculum Page
Learning Indicator(s)	Journey to Independence
Performance Indicator	Learners can identify the early protest movements in
	Ghana before 1945.
Strand	5: Journey to Independence
Sub strand	1: Early Protest Movements
Teaching/ Learning Resources	Pictures

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these	
		movements.	Ask learners to
		The Gold Coast Youth	summarize the main
		Conference, 1929	points in the lesson
		Assessment: let learners	
		identify the early protest	
		, , ,	
		movements in Ghana	
<del></del>		before 1945.	NATE OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY OF THE PARTY
Thursday	Engage learners to sing	Discus the sequence of	What have we learnt
	songs and recite familiar	events that led to the	today?
	rhymes	formation of these	
		movements.	Ask learners to
		The Gold Coast Youth	summarize the main
		Conference, 1929	points in the lesson
		Assessment: let learners	
		identify the early protest	
		movements in Ghana	
		before 1945.	

Class				
Class		Five		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning In	dicator(s)	B5 1.2.3.2 B5 2.2.3.2		
Performance Indicator		Learners can create own visua	l artworks based on own	
		ideas, knowledge and underst	anding of artworks that	
		reflect the physical and social environments of some		
		communities in Africa.		
		Learners can create own perfo	rming artworks based on	
		own ideas, knowledge and ur	derstanding of artworks	
		that reflect the physical and soc	ial environments of some	
		communities in Africa		
Strand		1: Visual Arts		
		2: Performing Arts		
Sub strand		2: Planning, Making and Compo	osing	
		2: Planning, Making and Compo	osing	
Teaching/	Learning Resources	Pictures		
	T	T	T	
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	10MINS	
Monday	MINS (Preparing The Brain	(New Learning Including Assessment)	10MINS (Learner And Teacher)	
	MINS (Preparing The Brain For Learning) Engage learners to	(New Learning Including Assessment)  Learners are to:  demonstrate basic	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)  Learners are to:	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)  Learners are to:  demonstrate basic knowledge and skills in 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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own visual	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own visual artworks based on own ideas	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)  Learners are to:  demonstrate basic knowledge and skills in the use and application of the elements and principles of art and design, media, methods and techniques freely in creative and expressive ways to produce own visual artworks based on own ideas and experiences;	10MINS (Learner And Teacher)  What have we learnt today?  Ask learners to summarize the main	

		expressive ways to produce	
		equipment and techniques freely in creative and	
		performing arts, instruments,	points in the lesson
		elements and principles of	summarize the main
		use and application of the	Ask learners to
	familiar rhymes	knowledge and skills in the	Adulaamassats
	sing songs and recite	demonstrate basic	today?
Wednesday		Learners are to:	What have we learnt
Wadnosday	Engage learners to	Assessment: let learners create own visual artworks	What have we learnt
		and decorating techniques	
		manual/mechanical finishing	
		appropriate	
		d) select and use suitable and	
		methods/techniques;	
		c) manual/mechanical production	
		punching, perforating, etc.;	
		for modelling - craft tools for	
		chisel for carving - spatulas	
		spray diffuser for spraying -	
		cutting knives for cutting; -	
		painting; - scissors and	
		equipment e.g brush for	
		weaving); b) tools and	
		glue for bonding; yarn for	
		and spraying; wood and other solid materials for carving;	
		painting; colour for painting	
		paper for drawing and	
		for modelling and casting;	
		a) materials available (e.g. clay	
		but suitable and appropriate:	
		selecting and using available	
		produce personal artwork by	
		communities in Africa;	
		environment of some	

own music, dance, drama, poetry, etc. based on own ideas and experiences; 2 make own compositions based on reflective memory of the physical and social environments of some communities in Africa; a) produce music, dance, drama, etc. based on own skills, talents and experience by selecting and using available but suitable and appropriate: b) instruments, elements, resources, equipment available (e.g. xylophone, drums, flutes, bells, shakers, rasp, finger piano, rattles, clappers, castanets, horn, whistles, harp, costumes, props); manual/mechanical/electronic production methods/techniques (e.g. voice, gestures, movements, language, improvisation, imitation, adaptation, guided writing skills to communicate feelings, melodic, rhythmic, harmonic and dynamic elements, dramatization); d) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production

	Assessment: let learners	
	create own performing	
	artworks	

Week End	ding		
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference	e	PE curriculum Page	
Learning	Indicator(s)	B5.2.5.2.5:	
Performance Indicator		Learners can Distinguish between volleying and kicking	
		and describe the similarities and differences.	
Strand		Movement Concepts, Princ	iples and Strategies
Sub stran	d	Space Awareness, Dynamic	s, Relations, Body
		Management and Strategie	S
Teaching,	Learning Resources	ball	
Core Com	petencies: Creativity and In	novation Communication an	d Collaboration Personal
Developn	nent 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	Volleying is when a ball is	End the lesson with cool
	demarcated area in files	strike before it touches	down activities and use
	while singing and	the ground. It is common	questions to summarise
	clapping to warm-up the	in soccer, volleyball,	the lesson
	body for maximal	tennis, cricket etc.	
	performance and to	Kicking is the act of	
	prevent injuries	striking a ball from the	
		ground which is common	
		in Soccer.	
		Learners practice the skill,	
		observe and give them	
		corrective feedback.	
		Ensure that learners	
		progress at their own	
		pace.	

Week Ending		
Class	Five	
Subject	COMPUTING	
Reference	Computing curriculum Page	
Learning Indicator(s)	B5.6.2.1.7 B5.6.2.1.8 B5.6.2.1.9	
Performance Indicator	Learners can explain what a Web Page is.	
	Learners can explain what a home page is.	
	Learners can move within and between web pages	
	using hyperlinks.	
Strand	Internet and social media	
Sub strand	2: WEB BROWSERS AND WEB PAGES	
Teaching/ Learning Resources	Laptop	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS (New Learning Including	PHASE 3: REFLECTION  10MINS
	-	,	
	(Preparing The Brain For Learning)	Assessment)	(Learner And Teacher)
	Engage learners to sing	Guide learners to explore	What have we learnt
Wednesday	songs and recite familiar	features of a Web Page	today?
·	rhymes	(text, graphics, audio,	
		video, animation etc.	Ask learners to
		through practical lessons)	summarize the main points in the lesson
		Guide learners to identify	
		a home page from other	
		web pages, through	
		practical lessons	
		Guide learners to practise	
		clicking hyperlinks,	
		through practical lessons.	
		NB: This is to help the	
		learner with the	
		fundamental skills of	
		creativity in computing	
		and Computer Science	

	Assessment: let learners move within and between web pages using hyperlinks.	
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Learning Indicator (s) (Ref. No.)		B5.5.5.1.1 Recognise and use postpositions in complex	
		sentences	
		B5.5.5.1.3 Recognise postpositions in paragraphs	
		B5.5.6.1.1 Recognise single conjunctions such as "but"	
		and "because" in compound	d sentences.
Performand	ce Indicators	The learner	should recognise and use
		postpositions in complex sentences	
		The learner should recognise	
		postpositions in par	
			should recognise single
		conjunctions such as compound sentence	s "but" and "because" in
Week Endir	 ng	compound sentence	
Reference	·6	Ghanaian Language curric	ulum
		GHANAIAN LANGUAGE	
Subject			
	earning Resources	Manila cards, markers, reco	
Core Comp	etencies: Communication a	nd collaboration Personal de	velopment and leadership
	T		
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
	Engage leaners to sing	···	What have we learnt
	songs and recite	with learners.	today?
	familiar rhymes	Let learners give some	
		examples of postpositions.	
		Write the postpositions	
		on the board and read	
		them aloud.	
		Allow learners to form	
		some sentences.	
		Write sentences with	
		postposition words on	
		flashcards. Read aloud the	
		sentences and allow	
		learners to also read.	
		Guide learners to	
		recognise post positions in	
		complex sentences.	
		Allow learners to use	Review the lesson with
		some of the written	learners
		postpositions on the	

	board to form complex sentences.  • Explain the structure of a complex sentence to learners.  • Assist learners to use	
	postpositions in writing complex sentences.	
	Assessment: let learners use postpositions in complex sentences	
Engage leaners to sir songs and recite familiar rhymes	<ul> <li>Give learners a passage to read or read it to them.</li> <li>Assist learners to recognise post positions in paragraphs.</li> <li>Present learners with a mixture of words and allow them to select the postpositions</li> </ul>	What have we learnt today?
	Assessment: let learners use postpositions in paragraphs	Review the lesson with learners
Engage leaners to sin songs and recite familiar rhymes	<ul> <li>Ask learners to give simple sentences orally and write the sentences on the board.</li> <li>Discuss how some of the sentences can be put together as one sentence.</li> <li>Explain to the learners the use of conjunctions as words used to link the sentences.</li> </ul>	What have we learnt today?

	Give a sample	
	compound sentence and	
	guide learners to	
	recognise the conjunction	
	in it.	
	Write out other	
	conjunctions and read	
	aloud to learners.	
	Use flashcards with	
	single conjunctions	
	written on them to assist	Review the lesson with
	learners to recognise	learners
	single conjunctions such	
	as "but", "because" in	
	compound sentences.	
	Assessment: let learners	
	use single conjunctions	
	such as "but" and	
	"because" in compound	
	sentences.	
i		

## TERM TWO BASIC SIX WEEK TEN

Name of School.....

Week Endir	ng			
Class		six		
Subject		HISTORY		
Reference		History curriculum Page		
Learning In	dicator(s)	B6.6.1.1.1		
Performand	ce Indicator	Learners can List the names	of all the Presidents of the	
		Fourth Republic and their d	ates of tenure	
Strand		Independent Ghana		
Sub strand		The Republics		
Teaching/ L	earning Resources	Pictures		
-	·	ovation Communication and 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 songs and recite familiar rhymes  Who were the former presidents of the Fourth Republic?	List the names of all the Presidents of the Fourth Republic and their dates of tenure.  Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson	
		Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure		

Thursday	Engage learners to sing songs and recite familiar rhymes	List the names of all the Presidents of the Fourth Republic and their dates of tenure  Learners use internet to find out some biographical details (name, date of birth, place of birth, family, educational backgrounds, hobbies etc.) about presidents of the Fourth Republic of Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson
		Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure	

Week Endi	ng			
Class		six		
Subject		SCIENCE		
Reference		Science curriculum Page		
Learning In	dicator(s)	B6.4.3.1.1		
Performan	ce Indicator	Learners can recognise the rel	ationship between energy and	
		forces		
Strand				
Sub strand		FORCES AND MOVEMENT		
Teaching/ I	Learning Resources	Pictures		
-	etencies: Creativity and Inno ent and Leadership Critical Th	vation Communication and Colla inking and Problem Solving.	aboration Personal	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners form different	What have we learnt	
	songs and recite familiar	groups to undertake	today?	
	rhymes	activities on application of		
		forces, e.g. pulling items	Ask learners to summarize	
	Discuss the functions of	across a distance, lifting up	the important points of the	
	parts of plants with	loads of different weights.	lesson	
	learners	• Learners brainstorm on the		
		relationship between energy		
		and forces, e.g. why is it		
		more difficult to lift a table		
		than a book?		
		• Lead learners to explain that when a force acts on an		
		object, it first needs to		
		overcome the weight of the		
		object before it can make		
		the object move in the		
		direction of the force. Thus,		
		it is easier to pull a lighter		
		object than a heavier one.		
		Assessment: let learners		
		identify the relationship		
		between energy and forces		
Thursday	Engage learners to sing	Lead learners to explain that	What have we learnt	
	songs and recite familiar	when a force acts on an	today?	
	rhymes	object, it first needs to		
		overcome the weight of the		

object before it can make the object move in the direction of the force. Thus, it is easier to pull a lighter object than a heavier one. • Relate this to the need to apply more energy/effort in	Ask learners to summarize the important points of the lesson
our daily activities to be successful (Weeding with a cutlass, cutting a tree etc.).	
Assessment: let learners identify the relationship between energy and forces	

Week Endi	ng					
Class		six				
Subject		MATHEMATICS				
Reference	Reference		ricului	m Pa	ge	
Learning In	dicator(s)	B6.2.1.1.4				
Performan	ce Indicator	Learners can re	eprese	nt a g	given pa	ttern visually to verify
		predictions				
Strand		Algebra				
Sub strand		Pattern and Rela	tionsh	ips		
Teaching/ I	Learning Resources	Counters				
Core Comp	etencies: Creativity an	d Innovation Com	muni	cation	and Co	llaboration Personal
Developme	ent and Leadership Cri	tical Thinking and	Proble	em So	lving.	
DAYS	PHASE 1: STARTER	PHASE 2: MAIN 4	10MIN	'S		PHASE 3:
	10	(New Learning In	ıcludir	ng		REFLECTION
	MINS	Assessment)				10MINS
	(Preparing The					(Learner And
	Brain					Teacher)
N.A. a. ala	For Learning)	Ask learners to exc	mino t	ho patte	orn in	Davisov Handana
Monday	Sing songs like:	Ask learners to examine the pattern in the table below which shows the number				Review the lesson
	Van annatian an	of match sticks used in making a pattern			attern	with Learners
	I'm counting one,	of squares.	1	2	3	
	what is one	Number	-			A a a a a a a a a a a a a a a a a a a a
	1 - One is one	Match sticks in	3	6		Assessment: have
		the perimeter				learners to practice
		Match sticks	0	3		with more examples
		enclosed in				
		the pattern				
		the pattern				
Tuesday	Sing songs like:	Ask learners to exa	amine tl	he patte	ern in	Review the lesson
	3 <u>6</u> 53.1 <u>6</u> 5	the table below wh	ich sho	ws the	number	with Learners
	I'm counting one,	of match sticks used in making a pattern of squares.			attern	
	what is one	Pattern	1	2	3	
	1 - One is one	Number				
	alone, alone it shall	Match sticks in	3	6		
	be.	the perimeter				
	2 - Two pair, two	Match sticks	0	3		
	pair come pair let	enclosed in				
	us pair	the pattern				
	3 - Turn around		1	I	ı	'
	4 - Follow me					
	ı					1

	5 - Fire				
Wednesday	Sing songs like:	Ask learners to use r			
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	make the patterns o complete the table. to describe the relat	Guide le		Assessment: have learners to practice with more examples
Thursday	Sing songs like:  I'm counting one,	Ask learners to use r make the patterns o complete the table.	f triangle Guide le	es and	Review the lesson with Learners
	what is one 1 - One is one alone, alone it shall be. 2	to describe the relat	ionsnip		Assessment: have learners to practice with more examples
Friday	Sing songs like: I'm counting one, what is one	Ask learners to write based on number or patterns for their fri- answers to; e.g. how	geomet ends to f	ric find	Review the lesson with Learners
	1 - One is one alone, alone it shall be.	sticks will be used for the 9th pattern of triangles? How many match sticks will be used for the 8th			Assessment: have learners to practice with more examples
	2 - Two pair, two pair come pair let us pair 3 - Turn around	pattern of squares?  Number 1  of triangles	2	3	
	4 - Follow me 5 – Fire	Match 7 sticks	12		

Week Ending					
Class	Six				
Subject	ENGLISH LANGUAGE				
Reference	English Language curriculum Page				
Learning Indicator(s)	B6.1.7.1.6. B6.2.7.2.1. B6.3.5.1.7 B6.4.12.1.1				
	B6.5.5.1 B6.6.1.1.1.				
Performance Indicator	A. Learners can identify the problems and solutions in texts				
	B. Learners can respond to a text with reason,				
	simple judgment and personal interpretations				
	C. Learners can use the imperative form of verb				
	to give warning and express prohibitions				
	D. Learners can use descriptive words/sound				
	devices/ figurative language to describe events/situations/places/personal experiences				
	and events.				
	E. Learners can use superlative forms of regular				
	and irregular adjectives to make comparison  F. Learners can read and critique a variety of age-				
	and level appropriate books and present a one-				
	page critical commentary based on a set of				
	criteria, on each book read				
Teaching/ Learning Resources	Word cards, sentence cards, letter cards, handwriting				
	on a manila card and a class library.				
Core Competencies: Creativity and In	novation Communication and Collaboration Personal				
Paralle and the decade of California Head for and Burkley California					

Development and Leadership Critical Thinking and Problem Solving.

DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
	MINS	(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Monday	Engage learners to sing	A. ORAL LANGAUGE	What have we learnt
	songs and recite familiar	Ask questions for learners	today?
	rhymes	to recall the events and	
		values in stories read.	Ask learners to
		<ul> <li>Guide them to analyse</li> </ul>	summarize the main
		these into cause(s)	points in the lesson
		effect(s) and solution(s)	
		Assessment: let learners	
		identify the problems and	
		solutions in texts	

1	1		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B .READING Have learners read a short text.	What have we learnt today?
	·	• Learners create a mental	Ask learners to
		image from the text read.	summarize the main
		(This visualisation will help bring life to the text for learners to interpret and	points in the lesson
		give their opinion and	
		personal interpretation to	
		the write up).	
		Lead a discussion of	
		each text read with	
		questions. Questions should elicit :	
		- Factual information	
		- Implied meaning	
		– Judgment	
		– Evaluation	
		– Personal Response	
		Assessment: let learners	
		respond to a text	
Wednesday	Engage learners to sing	C. GRAMMAR	What have we learnt
	songs and recite familiar	E.g. Break the glass, and	today?
	rhymes	you will pay for it	Ask learners to
		Assessment: let learners	summarize the main
		use the imperative form	points in the lesson
		of verb to give warning	1
		and express prohibitions	
Thursday	Engage learners to sing	D. WRITING	What have we learnt
	songs and recite familiar	Briefly revise the writing	today?
	rhymes	process by having learners	
		name the stages and say what happens at each	
		i what happens at each	

		a Douiso deseriativa	Ackloarnersts
		Revise descriptive	Ask learners to
		writing with learners	summarize the main
		topic e.g. "A Day I will	points in the lesson
		never forget".	
		• Provide a sample text.	
		Guide learners to identify	
		the descriptive words and	
		expressions:	
		<ul> <li>Discuss the descriptive</li> </ul>	
		words and expressions	
		with learners.	
		• Put learners into groups	
		and guide them through	
		the writing process to	
		describe	
		events/situations/places	
		of their choice and	
		personal experiences.  Focus on the use of: –	
		Descriptive (adjectives)	
		words. – Figurative	
		language e.g. simile –	
		metaphor,	
		personification, sound	
		devices	
		Assessment: let learners	
		use descriptive words/	
		sound devices/	
		•	
		figurative language to	
		describe	
		events/situations/	
		places/ personal	
		experiences and events.	
Friday	Engage learners to sing	E. WRITING CONVENTION	What have we learnt
	songs and recite familiar	AND GRAMMAR USAGE	today?
	rhymes	Revise adjectives by	
		having learners describe	Ask learners to
		various classroom objects	summarize the main
		and people.	points in the lesson
		<ul> <li>Provide samples of texts</li> </ul>	p =
		·	
		demonstrating the use of	
		the comparative and	
		superlative forms of	

		regular/irregular adjectives.  • Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.  E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.	
		Put learners into groups to write short paragraphs containing the three forms of adjectives	
		Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences	
Friday	Guide learners to choose and read books during the library period	E. EXTENSIVE READING Lead discussion on the importance of reading widely.  • Have learners read books of their choice independently during the library period.  • Learners think-pair-share their stories with peers.  • Ask each learner to write a-two-paragraph summary of the book read.	Have learners to tell what they read to the whole class

<ul> <li>Invite individuals to</li> </ul>		
present their work to the		
class for feedback.		

- Encourage them to visit the local library to read and borrow books.
- Encourage them to share whatever they read with their mates.

Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read

Moole Findler				
Week Endin	IR	at.		
Class		SIX		
Subject		CREATIVE ARTS		
Reference		Creative Arts curriculum		
Learning Inc		B6 1.2.3.2 B6 2.		
Performano	e Indicator	Learners can create own vis		
		the physical and social envi	ronments of some	
		communities in the world		
		Learners can create own pe	<del>-</del>	
		reflect the physical and soc	ial environments of some	
		communities in the world		
Strand		Visual Arts Perfo	rming 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	Thinking and Problem Solvin	g.	
DAYS	PHASE 1: STARTER 10	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION	
	MINS	(New Learning Including	10MINS	
	(Preparing The Brain	Assessment)	(Learner And Teacher)	
	For Learning)			
Monday	Engage learners to sing	Learners are to:	What have we learnt	
	songs and recite familiar	② present and share	today?	
	rhymes	design concepts that		
		reflect knowledge and	Ask learners to	
		understanding of the	summarize the main	
		physical and social	points in the lesson	
		environments in the		
		world;		
		🛚 demonstrate embedded		
		knowledge, skill and		
		experience in the		
		application and use of		
		selected media, technique		
		etc. to make own creative		
		and functional artworks.		
		discuss, compare and		
		•		
		share experiences through		
		share experiences through jury and peer review		

		Assessment: let learners create own visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to:  Present and share concepts that reflect knowledge and understanding of the physical and social environments of some	What have we learnt today?  Ask learners to summarize the main points in the lesson
		communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected media, techniques, styles, movement patterns,	
		rhythms, melodies etc. to compose music, dance, drama, poems etc. that reflect the physical and social environment of some communities in the	
		world; ② discuss, compare and share composition and experiences through peer review. Assessment: let learners create own performing artworks	

Week End	ling		
Class		six	
Subject		PHYSICAL EDUCATION	
Reference	)	PE curriculum Page	
Learning I	Indicator(s)	B6.3.1.3.1	
Performa	nce Indicator	Learners can Perform 8	minutes running with or
		without music.	
Strand		PHYSICAL FITNESS	
Sub stran	d	AEROBIC CAPACITY, STREN	GTH, ENDURANCE,
		FLEXIBILITY AND BODY CO	MPOSITION.
Teaching/	Learning Resources	cones	
Core Com	petencies: Creativity and In	novation Communication ar	d Collaboration Personal
Developm	nent and Leadership Critical	Thinking and Problem Solvii	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)		
	Learners jog round a	Learners in file	What have we learnt
	demarcated area in files	accompanied by music	today?
	while singing and	(any form) run for 8	Use answers to
	clapping to warm-up the	minutes none stop for	summarise the lesson.
	body for maximal	fitness test at the	
	performance and to	beginning of the term.	
	prevent injuries	Learners run at their own	
		pace,	

Week Ending			
Class	six		
Subject	COMPUTING		
Reference	Computing curriculum Page		
Learning Indicator(s)	B6.6.2.1.6 B6.6.2.1.7. B6.6.3.1.1.		
Performance Indicator	Learners can demonstrate how to return to a URL.		
	Learners can show how to find items on a page.		
	Learners can recognize Resource Locators (URLs).		
Strand	INTERNET AND SOCIAL MEDIA		
Sub strand	WEB BROWSERS AND WEB PAGES		
	SURFING THE WORLD WIDE WEB		
Teaching/ Learning Resources	Laptop		

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 learners to sing	Guide the learners to	What have we learnt
	songs and recite familiar	navigate using the back	today?
	rhymes	button to go to a previous	
		page	Ask learners to
			summarize the main
		Guide learners to search	points in the lesson
		for items using the search	
		textbox	
		Guide learners to identify	
		what URL is. Select	
		learners into groups of	
		five or less, to explore	
		how to recognise URLs so	
		as to aid learners to locate	
		a resource on the web	
		Assessment: let learners	
		show how to find items on	
		a page	

Week Ending		
Class	SIX	
Subject	OUR WORLD OUR PEOPLE	
Reference	Our World Our People curriculum Page	
Learning Indicator(s)	pr(s) B6.4.1.1.1.	
Performance Indicator	Learners can describe activities for peaceful living	
Strand	OUR NATION GHANA	
Sub strand	Being a Citizen	
Teaching/ Learning Resources	Pictures	

DAYS	PHASE 1: STARTER 10 MINS	PHASE 2: MAIN 40MINS	PHASE 3: REFLECTION
		(New Learning Including	10MINS
	(Preparing The Brain	Assessment)	(Learner And Teacher)
	For Learning)		
Tuesday	Engage learners to sing		What have we learnt
	songs and recite familiar	Learners discuss ways of	today?
	rhymes	living peacefully with each	
		other e.g. love, tolerance,	Ask learners to
		forgiveness, self-control	summarize the main
			points in the lesson
		Learners discuss the	
		importance of peaceful	
		living e.g. togetherness,	
		security, development	
		Assessment: let learners	
		describe activities for	
		peaceful living	
Thursday	Engage learners to sing	Learners engage in a role -	What have we learnt
	songs and recite familiar	play and other activities to	today?
	rhymes	demonstrate peaceful	
		living people of different	Ask learners to
		ethnic groups celebrating	summarize the main
		together	points in the lesson
		_	-

	Assessment: let learners	
	describe activities for	
	peaceful living	

Week Endi	ng		
Class			
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Ir	ndicator(s)	B6.4.1.1.1	
Performan	ce Indicator	Learners can demonstrate ways they can commit	
		themselves to the community.	
Strand		The Family and community	
Sub strand		Commitment to the God	
Teaching/	Learning Resources	Pictures	
Core Comp	etencies: Creativity and In	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	Let learners write group	What have we learnt
	songs and recite familiar	essays on commitment to	today?
	rhymes	the society for class	
		discussions.	Ask learners to
			summarize the main
			points in the lesson
		Assessment: let learners	
		demonstrate ways they	
		can commit themselves to	
		the community	

Learning Indicator (s) (Ref. No.)		B6.5.4.1.3 Use the different types of adverbs in sentences B6.5.5.1.1 Recognise postpositions in paragraphs B6.5.5.1.2 Use postpositions in writing paragraphs appropriately	
Performance Indicators		<ul> <li>The learner should use the different types of adverbs in sentences</li> <li>The learner should recognise postpositions in paragraphs.</li> <li>The learner should use postpositions in writing paragraphs appropriately</li> </ul>	
Week End	ing	01 0 1 1	,
Reference		Ghanaian Language curriculu	ım
Subject		GHANAIAN LANGUAGE	
Teaching/	Learning Resources	Manila cards, markers, record	ed audios visual
Core Com	petencies: Communication and	collaboration Personal develop	ment and leadership
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION  10MINS  (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Let a learner do an action or activity such as walking or talking.</li> <li>Ask learners to describe the action done by the learner.</li> <li>Introduce the adverb and explain to learners what it is.</li> <li>Ask learners to mention some adverbs and use them to form sentences.</li> <li>Ask a learner to identify the adverbs and discuss the types of adverbs with learners.</li> <li>Give the different types and allow learners to use them in sentences.</li> <li>Let learners read out their sentences on the board.</li> <li>Assessment: let learners use the different types of adverbs in sentences</li> </ul>	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Talk to learners about positions of objects in a particular location.</li> <li>Put a book on a table or under a chair.</li> <li>Discuss the location of the book with learners and write</li> </ul>	What have we learnt today?  Review the lesson with learners

	<ul> <li>out the postpositions used by learners on the board.</li> <li>Write other postpositions and allow learners to use them to form sentences.</li> <li>Write a paragraph of about ten to twelve sentences and ask learners to identify the postpositions in them.</li> </ul>	
	Assessment: let learners use postpositions in paragraphs.	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write some postposition words on the board.</li> <li>Ask learners in turns to write a paragraph on a topic using some of the postpositions</li> </ul>	What have we learnt today?  Review the lesson with learners
	Assessment: let learners use postpositions in writing paragraphs appropriately	