

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

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				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 K1.5.1.1.6 K1.5.1.1.7	Poster/ cut out picture. Cut out shapes, big books, counters, crayons

**TERM TWO**  
**KG TWO**  
**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for KG 2 Term 2

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**

Termly Scheme of Learning (SOL) for B1 Term 2 MATHEMATICS

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

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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, documentary
3	My Country Ghana	How Ghana Got Its Name	B1.2.3.1.	B1.2.3.1.1	A map of Ghana, 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

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

Termly Scheme of Learning (SOL) for B1 Term 2 SCIENCE

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

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Termly Scheme of Learning (SOL) for B1 Term 2 ENGLISH LANGUAGE

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

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

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

Termly Scheme of Learning (SOL) for B1 Term 2 PHYSICAL EDUCATION

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

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

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-

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12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B1.1.4.7. B1.2.4.7.	B1.1.4.7.2 B1.2.4.7.1	-do-
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Termly Scheme of Learning (SOL) for B1 Term 2 RELIGIOUS AND MORAL EDUCATION

<b>WEEKS</b>	<b>STRAND</b>	<b>SUBSTRAND</b>	<b>CONTENT STANDARD</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Religious practices and their moral implications	Religious Worship, Prayer and other Religious Practices	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,

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	their moral implications	Religions in Ghana			video clip, etc
10	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
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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	All Around Us	Map Making and Land Marks	B1.2.1.3.	B1.2.3.1.1.	Pictures, Charts, Video Clip
2	All Around Us	Population and Settlement	B1.2.4.1.	B1.2.4.1. 1.	Pictures, Charts, Video Clip
3	All Around Us	Worship	B1.3.1.1.	B1.3.1.1.1	Pictures, Charts, Video Clip
4	All Around Us	Festivals	B1.3.2.1.	B1.3.2.1.1	Pictures, Charts, Video Clip
5	Our Beliefs And Values	Basic Human Rights	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts, Video Clip
6	Our Beliefs And Values	Basic Human Rights	B1.3.3.1.	B1.3.3.1.1.	Pictures, Charts, Video Clip
7	Our Beliefs And Values	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts, Video Clip
8	Our Beliefs And Values	Being a Leader	B1.3.4.1.	B1.3.4.1.1.	Pictures, Charts, Video Clip
9	Our Beliefs And Values	Being a Leader	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts, Video Clip
10	OUR NATION GHANA	Being a Citizen	B1.4.1.1.	B1.4.1.1.1.	Pictures, Charts, Video Clip
11	OUR NATION GHANA	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts, Video Clip
12	OUR NATION GHANA	Being a Citizen	B1.4.2.1.	B1.4.2.1.1.	Pictures, Charts, Video Clip

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## 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 visuals
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	
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/ Usage	Integrating Grammar in Written Language (Use of Qualifying Words)	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 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

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**TERM TWO**  
**BASIC TWO**  
**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B2 Term 2 MATHEMATICS

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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,

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					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

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9	My Country Ghana	Some Selected Individuals	B2.2.5.1.	B2.2.5.1.1	Posters, documentary
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

Termly Scheme of Learning (SOL) for B2 Term 2 SCIENCE

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

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Termly Scheme of Learning (SOL) for B2 Term 2 ENGLISH LANGUAGE

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

	Using Writing Conventions	Using Action Words/Verbs	B2.5.5.1.	B2.5.5.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
7	Oral Language	Listening Comprehension	B2.1.6.2.	B2.1.6.2.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.2.	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
8	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.1.	B2.2.7.1.3	
	Writing	Narrative Writing	B2.4.5.1.	B2.4.5.1.3	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
9	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B2.4.7.1.	B2.4.7.1.1	
	Writing	Creative/Free Writing	B2.4.9.3.	B2.4.9.3.2	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
10	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.7.1.	B2.4.7.1.1	
	Using Writing Conventions	Using Action Words/Verbs	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
11	Oral Language	Asking and Answering	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	
	Using Writing Conventions	Using Qualifying Words: Adjectives	B2.5.7.1.	B2.5.7.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
12	Oral Language	Asking And Answering	B2.1.7.1.	B2.1.7.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.2	
	Writing	Creative/Free Writing	B2.4.5.1.	B2.4.5.1.4	

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

Termly Scheme of Learning (SOL) for B2 Term 2 PHYSICAL EDUCATION

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.	B2.2.2.2.1	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

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		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.	B2.2.2.2.2	-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-

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12	Visual and Performing Arts	Appreciating and Appraising (Visual and Performing Arts)	B2.1.4.7. B2.2.4.7.	B2.1.4.7.2 B2.2.4.7.1	-do-
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Termly Scheme of Learning (SOL) for B2 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	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,

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		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

Termly Scheme of Learning (SOL) for B2 Term OUR WORLD AND OUR PEOPLE

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

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**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, Manila cards, recorded audio visuals
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.	
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

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**TERM TWO**  
**BASIC THREE**  
**TERMLY SCHEME OF LEARNING**

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

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

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

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

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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

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

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

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

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

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

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

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

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.	B3.2.2.2.2	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

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		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.	B3.3.3.3.1	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-

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

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

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

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

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Dramatisation and Role Play/ Conversation	B3.1.5.1.2 B3.1.6.1.1	B3.1.5.1. B3.1.6.1.	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Conversation/ Talking about Oneself, Family, People and Places	B3.1.6.1.3 B3.1.7.1.1 B3.1.7.1.2	B3.1.6.1 B3.1.7.1. B3.1.7.1.	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 Conventions/ Usage	Integrating Grammar in Written Language (Use of Action Words)	B3.5.3.1. B3.5.3.1.	B3.5.3.1.2 B3.5.3.1.3	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of Qualifying Words)	B3.5.4.1. B3.5.4.1. B3.5.4.1.	B3.5.4.1.1 B3.5.4.1.2 B3.5.4.1.3	Word cards, Manila card Markers Word Cards, Manila card,
11.	Writing Conventions/ Usage	Integrating Grammar in Written Language (Use of Postpositions)	B3.5.5.1. B3.5.5.1.	B3.5.5.1.1 B3.5.5.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading	B3.6.2.1.	B3.6.2.1.1	Manila Cards, Markers

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**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 cards, class library
	Reading	Vocabulary	B4.2.6.2.	B4.2.6.2.1	
	Grammar Usage At Word	Pronouns	B4.3.2.1.	B4.3.2.1.5	
	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 cards, class library
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.1	
	Grammar Usage At Word	Adjectives	B4.3.3.1.	B4.3.3.1.1	
	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 cards, class library
	Reading	Vocabulary	B4.2.6.3.	B4.2.6.3.2	
	Grammar Usage At Word	Verbs	B4.3.3.1.	B4.3.3.1.1	
	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.	

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

	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 cards, class library
	Reading	Comprehension	B4.2.7.1..	B4.2.7.1.2.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.3	
	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 Language	Listening Comprehension	B4.1.7.1.	B4.1.7.1.7	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1.	B4.2.7.1.3.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.4	
	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 Language	Listening Comprehension	B4.1.8.1.	B4.1.8.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.1..	B4.2.7.1.4.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.5	
	Writing	Descriptive Writing	B4.4.12.1.	B4.4.12.1.1	

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	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	
11	Oral Language	Listening Comprehension	B4.1.8.2.	B4.1.8.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.2..	B4.2.7.2.1.	
	Grammar Usage At Word	Verbs			
	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 Language	Listening Comprehension	B4.1.9.1.	B4.1.9.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.2..	B4.2.7.2.1.	
	Grammar Usage At Word	Verbs			
	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-

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

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Motor Skills And Movement Patterns	Locomotor, Manipulative And Rhythmic Skills	B4.1.2..1.	B4.1.2..1.1	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

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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

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

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

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

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Diversity of matter	LIFE CYCLES OF ORGANISMS	B4.2. 2.1.	B4.2. 2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	Diversity of matter	LIFE CYCLES OF ORGANISMS	B4.2.2.1.	B4.2.2.1.2	
3	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	SYSTEMS	THE HUMAN BODY SYSTEMS	B4.3.1.1.	B4.3.1.1.1	
5	SYSTEMS	THE SOLAR SYSTEM	B4.3.2.1.	B4.3.2.1.1	
6	SYSTEMS	ECOSYSTEM	B4.3.3.1.	B4.3.3.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	SYSTEMS	Ecosystem	B4.3.3.1.	B4.3.3.1.1	
8	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B4.4.1.1.	B4.4.1.1.1	
9	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
10	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.1.	B4.4.2.1.2	Plants and animals in the environment, plastics, stones, 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, Manila cards, recorded audio visuals
2.	Oral Language	Talking about Oneself, Family, People and Places/ Asking and Answering Questions	B4.1.7.1. B4.1.7.1. B4.1.9.1.	B4.1.7.1.1 B4.1.7.1.2 B4.1.9.1.1	
3.	Reading	Vocabulary / Comprehension	B4.2.5.1. B4.2.6.1. B4.2.6.1.	B4.2.5.1.3 B4.2.6.1.1 B4.2.6.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Silent Reading	B4.2.7.1. B4.2.7.1 B4.2.7.1.	B4.2.6.1.3 B4.2.7.1.1 B4.2.7.1.2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship/ Handwriting	B4.3.1.1.	B4.3.1.1.3	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Persuasive Writing	B4.4.4.1. B4.4.4.1. B4.4.5.1.	B4.4.4.1.2 B4.4.4.1.3 B4.4.5.1.1	Manila Cards, Class reader
7.	Composition Writing	Argumentative Writing	B4.4.5.1. B4.4.5.1. B4.4.6.1.	B4.4.5.1.2 B4.4.5.1.3 B4.4.6.1.1	Manila Cards, Markers
8.	Composition Writing	Informative/ Academic Writing & Literary Writing	B4.4.6.1. B4.4.6.1. B4.4.7.1.	B4.4.6.1.2 B4.4.6.1.3 B4.4.7.1.1	Word cards, Manila card Markers Word cards Manila card Markers

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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 B51314	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Fractions	B5.1.3.1	B51315 B51316	
3	Number	Fractions	B5.1.4.1	B51411 B51211	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Fractions	B5.1.4.1	B51412 B51413	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Fractions	B5.1.4.1	B51414 B51415	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Fractions	B5.1.4.1	B51511 B51512	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Algebra	Patterns and Relationships	B5.1.4.1 B5.2.1.1	B51513 B52111	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Algebra	Patterns and Relationships	B5.2.1.1	B52112 B52113	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Algebra	Patterns and Relationships	B5.2.1.1	B52114 B52115	Counters, bundle and loose straws, Paper strips, Cut out cards

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

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Termly Scheme of Learning (SOL) for B5 Term 2 HISTORY OF GHANA

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

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

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

Termly Scheme of Learning (SOL) for B5 Term 2 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1	B5.2.1.1.1	wall charts, wall words, posters, video clip, etc
2	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1.	B5.2.1.1.1	wall charts, wall words, posters, video clip, etc
3	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1.	B5.2.1.1.2	wall charts, wall words, posters, video clip, etc
4	Religious practices and their moral implications	Religious Worship in the Three Major Religions in Ghana	B5.2.1.1.1	B5.2.1.1.2	wall charts, wall words, posters, video clip, etc
5	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B5.2.2.1.	B5.2.2.1.1	wall charts, wall words, posters, video clip, etc
6	Religious practices and their moral implications	Religious Festivals in the Three Major Religions in Ghana	B5.2.2.1.	B5.2.2.1.1	wall charts, wall words, posters, video clip, etc
7	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5.3.1.1.	B5.3.1.1.1	wall charts, wall words, posters, video clip, etc
8	Religious Leaders	Ministry of the Leaders of the Three Major Religions in Ghana	B5.3.1.1.	B5.3.1.1.1	wall charts, wall words, posters, video clip, etc
9	Religious Leaders	Ministry of the Leaders of the	B5.3.1.1.1	B5.3.1.1.2	wall charts, wall words,

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		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, class library
	Reading	Vocabulary	B5.2.6.3	B5.2.6.3.1	
	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	
2	Oral Language	Talking About Oneself, Etc	B5.1.6.3.	B5.1.6.3.1	Word cards sentence cards, class library
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.1	
	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, class library
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.2	
	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, class library
	Reading	Vocabulary	B5.2.6.4	B5.2.6.4.3	
	Grammar Usage At Word	Determiners	B5.3.2.1	B5.3.2.1.4.	

	Writing	Writing As A Process	B5.4.9.3	B5.4.9.3.2	
	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	
5	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.1	
	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	
6	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.2.	
	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, class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.3.	
	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	B5.6.1.1	B5.6.1.1.1	

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		Culture Of Reading			
8	Oral Language	Listening Comprehension	B5.1.7.1.	B5.1.7.1.4.	Word cards sentence cards, class library
	Reading	Comprehension	B5.2.7.1	B5.2.7.1.4.	
	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, class library
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.1	
	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, class library
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	
	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, class library
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	
	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 Answering	B5.1.8.1.	B5.1.8.1.1. B5.1.8.2.1.	Word cards sentence cards, class library
	Reading	Comprehension	B5.2.7.2	B5.2.7.2.2.	
	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	

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

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

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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	B5.2.2.2.1	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	

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Termly Scheme of Learning (SOL) for B5 Term 2 CREATIVE ARTS

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, Manila cards, recorded audio visuals
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	
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

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**TERM TWO**

**BASIC SIX**

**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B6 Term 2 MATHEMATICS

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

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Termly Scheme of Learning (SOL) for B6 Term 2 HISTORY OF GHANA

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

Termly Scheme of Learning (SOL) for B6 Term 2 CREATIVE ARTS

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-

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

<b>WEEKS</b>	<b>STRAND</b>	<b>SUBSTRAND</b>	<b>CONTENT STANDARD</b>	<b>INDICATORS</b>	<b>RESOURCES</b>
1	Oral Language	Talking About Oneself, Etc	B6.1.6.2.	B6.1.6.2.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	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 Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.1	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.3.	B6.2.6.3.1	
	Grammar Usage At Word	Adjectives	B6.3.4.1.	B6.3.4.1.1	
	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 cards, class library
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.1	
	Writing	Writing As A Process	B6.4.9.3.	B6.4.9.3.3	

	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1	
4	Oral Language	Talking About Oneself, Etc	B6.1.6.3.	B6.1.6.3.3	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.4.	B6.2.6.4.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.2	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1	
5	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2. 6.4.	B6.2. 6.4.3.	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.2	
	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.	
6	Oral Language	Listening Comprehension	B6.1.7.1.	B6.1.7.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.4	

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	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 cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.4	
	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 cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.6	
	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 cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.4	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	

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

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	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
12	Oral Language	Listening Comprehension	B6.1.8.1. B6.1.8.2.	B6.1.8.1.1. B6.1.8.2.1	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.2.	B6.2.7.2.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.7	
	Writing	Descriptive Writing	B6.4.12.1.	B6.4.12.1.1	
	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 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, Principles and Strategies	Space Awareness, Dynamics, Relations, Body Management and Strategies	B6.2.5.2.	B6.2.5.2.1:	Pictures and Video
10	Physical Fitness	Aerobic Capacity, Strength, Endurance,	B6.3.1.3.	B6.3.1.3.1	Drums, Laptop, Speakers
		Flexibility And Body Composition			
11	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B6.3.2.3.	B6.3.2.3.1	Drums, Laptop, Speakers,
12	Physical Fitness	Aerobic Capacity, Strength, Endurance, Flexibility And Body Composition	B6.3.3.3.	B6.3.3.3.1	Drums, Laptop, Speakers

Termly Scheme of Learning (SOL) for B6 Term 2 SCIENCE

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

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

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

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

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## Termly Scheme of Learning (SOL) for B6 Term 2

## COMPUTING

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

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

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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, Manila cards,
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	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

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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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Tuesday</p> <p><b>CLASS:</b> KG1</p>	<p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> OUR FAMILY VALUES</p>	
<p><b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them</p>	<p><b>INDICATORS:</b> K1.3.1.1.1    K1.3.1.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>• Learners can identify the good manners our families value and how it can change our personal likes and dislikes</li> <li>• Learners can demonstrate that spoken words are represented in written words/print</li> </ul>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>In a Community Circle time, the learners should be asked to talk about what they like and dislike.</p> <p>Teacher scaffold them to share their reasons for their like and dislike.</p> <p>Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes).</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Through scaffolding, have learners talk about what their parents and grandparents (family) value.</p> <p>Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.</p> <p>Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.</p> <p>Guide them use comparative language to describe the comparative language to describe the groups.</p> <p>Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p>Abofra ye somako a Obiara pe n’asem 3X Ntsi ye somako</p> <p>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.</p> <p>Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.</p> <p>Write the examples the learners give on the board to illustrate the concept.</p> <p>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.</p>	
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	<p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR FAMILY VALUES	
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.1.1.3 K1.3.1.1.4  <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down</li> </ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Greet and welcome learners to the community circle time.</p> <p>Introduce the theme for the week and invite 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.</p> <p>Tell them a nice Ananse story about the importance and benefit of greetings. Write the daily greetings on strips of manila cards.</p> <p>Show conversational poster and have learners identify the non-verbal behaviours that that learners show when greeting at school and elderly people.</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

	<p>Have learners role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.</p> <p>Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick</p> <p>Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F- G...</p> <p>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.</p> <p>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.</p> <p>Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.</p> <p>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.</p> <p>Have learners 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.</p> <p>Repeat these activities with different objects</p>	
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	Assessment: let learners Using “Pick and act” have learners use the cut out manila strips to demonstrate the appropriate greeting they pick	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KG1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them	<b>INDICATORS:</b> K1.3.1.1.5      K1.3.1.1.6	
	<b>PERFORMANCE INDICATOR:</b> Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly <b>Learners can show the time of the day using clock faces.</b>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>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.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns</p> <p>Using a wooden or plastic clock, tell a short story about time.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>Talk about the times we greet in the morning and show it shows on the clock face.</p> <p>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.</p> <p>Have learners practice manipulating clock faces showing different time.</p> <p>Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc</p> <p>Assessment: let learners show the time of the day using clock faces.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATOR:</b> K1.3.1.1.7  <b>PERFORMANCE INDICATOR:</b> Learners can draw clock faces and write down the given time under it
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>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,</p> <p>Have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc. E.g.</p> 	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	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.	
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO**  
**KG 2**  
**WEEK ONE**

## WEEKLY LESSON PLAN FOR KG 2- WEEK ONE

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Tuesday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> MY PERSONAL VALUES</p>	
<p><b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.</p>	<p><b>INDICATORS:</b> K2.3.1.1.1. K2.3.1.1.2.</p>	
	<p><b>PERFORMANCE INDICATOR:</b> Learners can engage in a conversation about what we like and don't like with our friends and discuss more cultural values that should influence the way we live among people Learners can use illustrations on the cover page and title of Big book to make predictions and answer simple "wh" questions about the text</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster and some concrete materials related to the theme, Pair learners and have them engage in a conversation about their likes and dislikes. Call pairs randomly to role play two friends who meet and converse about their personal values and why.</p> <p>Let the whole class discuss the culturally sound values of our society that should transform our character</p> <p>Follow the procedure for using the Herringbone strategy as spelt out in K2.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>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.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to make predictions</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.3    K2.3.1.1.4
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	<p>Play a game “Listen to the sound, pick the letter and a word in which the letter is and sound it out.”.</p> <p>As a way of revising the letters learnt so far, play this game;</p> <p>Put learners in a group and let them win marks for their group.</p> <p>Explain the rules of the game to learners. The rule is:</p> <p>☒ “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.”.</p> <p>☒ Use only letter-sound the learners have learnt so far.</p> <p>Using the word cards, guide learners to identify and read the key words by sight (recognize and pronounce the word instantly).</p> <p>Write the key words on the board and guide learners to copy them in their self-dictionary books and draw their picture</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can explore with simple tools and materials to create and communicate ideas.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Using the clay or play dough, have learners mould any object of their choice e.g. fruit(s) a toy etc. ☑ Use poster colours and brushes to paint their objects appropriately  Assessment: let learners use simple tools and materials to create and communicate ideas.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.1.1 Demonstrate understanding of their personal value in relation to their likes and dislikes.		<b>INDICATORS:</b> K2.3.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to 10 using concrete materials
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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
<b>PHASE 3: REFLECTION 10MINS</b> (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.....

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.5.                      B1.4.3.1.3                      B1.5.4.1.2 B1.6.1.1.1.		
<b>Performance Indicator</b>	Learners can segment syllables/words into sounds Learners can write words using both capital and small letters 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		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Revise the sounds of letters and words learners have learnt. • Demonstrate syllable segmentation by breaking two-syllable words. Break two syllable words into syllables. e.g. pencil = pen-cil baby = ba-by mother = mo-ther	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> <li>Let learners read the words and use them in sentences</li> </ul> <p>Assessment: Let learners use the words pencil, baby and mother in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>Write words in upper and lower cases.</li> <li>Model pronunciation of target words for learners to repeat.</li> <li>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).</li> </ul> <p>Assessment: Let learners copy the words from the board</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>Introduce the activity and demonstrate it</li> <li>Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: use the present tense of verbs to express the present state of things in the classroom</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: Guide learners to select books for readings</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.2.2		
<b>Performance Indicator</b>	Learners can Use relationship between addition and subtraction to demonstrate understanding of equality for numbers within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division)		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	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	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a subtraction as an equivalent addition and 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	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Demonstrate an understanding of the relationship between addition and subtraction by: transforming a	Review the lesson with Learners

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

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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.3.1		
<b>Performance Indicator</b>	Learners can Observe the disappearance of mist and pools of water after it rains		
<b>Strand</b>	: CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>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).</li> <li>Engage learners to predict where mist and run-off water go after rains and assist them to understand that they evaporate.</li> </ul> <p>Assessment: where does mist and run-off water go after rains?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	Learners can explain why, in the past, Ghana was known as the Gold Coast		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why did the country change its name from the Gold Coast to Ghana? Who proposed the change of name? Why was the new name proposed?	Explain how the name was changed from Gold Coast to Ghana  Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain why, in the past, Ghana was known as the Gold Coast	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Explain how the name was changed from Gold Coast to Ghana Discuss the English translation of the Portuguese name Costa da mina - Gold Coast.  Assessment: Explain how the name was changed from Gold Coast to Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.1.9:		
<b>Performance Indicator</b>	Learners can move the ball forward while dribbling with the hand and with the foot by varying the amount of force (push).		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	<p>Arrange cones in a straight 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 practices the skill as individuals and in a group with varying force while you supervise and give feedback. Vary the 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, enjoyment and skill</p>	<p>What have we learnt today?  Use answers to summarise the lesson.</p>

		mastery. Let learners cool down to end the lesson	
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<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	OUR WORLD OUR PEOPLE
<b>Reference</b>	Our World Our People curriculum Page
<b>Learning Indicator(s)</b>	B1.2.3.1. 1.
<b>Performance Indicator</b>	Learners can Identify the cardinal points
<b>Strand</b>	ALL AROUND US
<b>Sub strand</b>	Map Making and Land Marks
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the cardinal points e.g. North, South, East and West.  Learners sketch the cardinal points and label them  Assessment: Learners sketch the cardinal points and label them	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 sketch the cardinal points and label them.  Learners stretch their arms sideways to demonstrate the cardinal 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		sideways to demonstrate the cardinal points	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.1.1.2		
<b>Performance Indicator</b>	Learners can think about and describe the different visual artworks that are produced or found in the local community		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ think about visual artworks (including drawings, clay pots, posters, wood carvings, calendars) they know of or have seen in the community;</li> <li>☐ look at photographs or pictures that show artworks in books, catalogues, magazines and identify them by name or what they are made of or used for;</li> <li>☐ identify and share ideas about different kinds of visual artworks that are produced or found in the local community;</li> <li>☐ visit the workplace of a visual artist (graphic designer making prints on Tshirts, pottery artist</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>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</p> <p>Assessment: describe the different visual artworks that are found in the local community</p>	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: Name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B1.1.6.1.2 Discuss the correct terms for the various categories of people. B1.1.7.1.1 Describe themselves		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should discuss the correct terms for the various categories of people.</li> <li>The learner should describe themselves</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss with learners, various terms for greeting.</li> <li>Demonstrate greetings of various categories of people using the correct terms.</li> <li>Assist learners to recognise the correct terms of greeting the various categories of people.</li> </ul> <p>Assessment: let learners mention the correct terms for the various categories of people.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and let learners talk about themselves.</li> <li>• Call learners individually to talk about themselves to the class. E.g. Their names, age and where they live etc.</li> </ul> <p>Assessment: let learners describe themselves individually</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC TWO**  
**WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC TWO

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B2.2.6.1.3. B2.4.4.1.1 B2.5.4.1.1 B2.6.1.1.1
<b>Performance Indicator</b>	Learners can show awareness that homonyms have different meanings in different contexts Learners can draw and label objects found in their environment Learners can use the simple present tense to express habitual actions Learners can read a variety of age and level-appropriate books and texts from print and non-print
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. right and bat a. You are right. Raise your right hand  Assessment: Let learners list five examples of homonyms	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	<p>C. WRITING</p> <p>Take learners round to look at charts showing labelled objects.</p> <ul style="list-style-type: none"> <li>• 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.).</li> </ul> <p>Assessment: Let learners draw and label objects from the area studied by their group</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>CONVENTIONS AND GRAMMAR USAGE</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> <li>• Create situations for learners to use the structure. e.g. i. simple truths <ul style="list-style-type: none"> <li>– Lemons are sour.</li> <li>ii. interest <ul style="list-style-type: none"> <li>– I like playing football.</li> </ul> </li> <li>iii. feelings – I am happy.</li> <li>iv. opinions – He is a good teacher.</li> </ul> </li> <li>• Introduce drills for learners to have practice.</li> <li>• Put learners into small groups to discuss given topics, using the structures</li> </ul> <p>Assessment: : Let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: Guide learners to select books for readings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.1.1.2		
<b>Performance Indicator</b>	Learners can Explore own experiences to talk about visual artworks that are produced or found in other communities in Ghana		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>• talk about the visual artworks produced or found in other parts of Ghana</li> <li>• discuss the materials and tools that were/are used in making these artworks, the processes and production techniques, and how they are used</li> <li>• discuss the theme of the artworks and its social and cultural importance;</li> <li>• identify those who make artworks;</li> <li>• study the subject matter of the different artworks</li> </ul> Learners are to:	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>examine the type of materials used in making the artworks;</p> <p>☑ probe how the artworks are made, how they are made, the safety rules that are observed, taboos (if any) associated with the visual artworks;</p> <p>☑ explore the symbolism, function and uses of these artworks</p> <p>Assessment:</p> <p>Learners describe visual artworks that are found in other communities in Ghana</p>	
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<b>Week Ending</b>																			
<b>Class</b>	Two																		
<b>Subject</b>	MATHEMATICS																		
<b>Reference</b>	Mathematics curriculum Page																		
<b>Learning Indicator(s)</b>	B2.1.2.4.1																		
<b>Performance Indicator</b>	Learners can Use conventional strategy to add and subtract																		
<b>Strand</b>	NUMBER																		
<b>Sub strand</b>	Counting, Representation, Cardinality & Ordinality																		
<b>Teaching/ Learning Resources</b>	Counters																		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.																			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>																
Tuesday	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 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  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>Tens</i></td> <td style="text-align: center;"><i>Ones</i></td> <td style="text-align: center;"><i>Tens</i></td> <td style="text-align: center;"><i>Ones</i></td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;">+</td> <td style="text-align: center;"> </td> <td style="text-align: center;">-</td> <td style="text-align: center;"> </td> </tr> <tr> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> <td style="text-align: center;"> </td> </tr> </table>	<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>					+		-						Review the lesson with Learners  Assessment: have learners to practice with more examples
<i>Tens</i>	<i>Ones</i>	<i>Tens</i>	<i>Ones</i>																
+		-																	
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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	Review the lesson with Learners																

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	2 - Two pair, two pair come pair let us pair	regrouping) and record the process symbolically, using an addition or subtraction frame  <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>+</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <table border="1" style="display: inline-table;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>-</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	<i>Tens</i>	<i>Ones</i>			+				<i>Tens</i>	<i>Ones</i>			-				Assessment: have learners to practice with more examples
<i>Tens</i>	<i>Ones</i>																		
+																			
<i>Tens</i>	<i>Ones</i>																		
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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  <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>+</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <table border="1" style="display: inline-table;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>-</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	<i>Tens</i>	<i>Ones</i>			+				<i>Tens</i>	<i>Ones</i>			-				Review the lesson with Learners  Assessment: have learners to practice with more examples
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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  <table border="1" style="display: inline-table; margin-right: 20px;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>+</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table> <table border="1" style="display: inline-table;"> <tr><th><i>Tens</i></th><th><i>Ones</i></th></tr> <tr><td> </td><td> </td></tr> <tr><td>-</td><td> </td></tr> <tr><td> </td><td> </td></tr> </table>	<i>Tens</i>	<i>Ones</i>			+				<i>Tens</i>	<i>Ones</i>			-				Review the lesson with Learners  Assessment: have learners to practice with more examples
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.1.4.1		
<b>Performance Indicator</b>	Learners can Find out the qualities of good drinking water		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners mention the sources of water we drink and use in their homes and communities. <ul style="list-style-type: none"> <li>• Supply learners with samples of water from different sources, i.e. river, pond, well and bottled water. Caution: learners should not taste any of the water samples.</li> <li>• In groups learners examine the water samples for the following: solid particles (using hand lens), colour and odour (smell).</li> </ul> Each group presents their findings.  Display to learners, samples of good drinking	What have we learnt today?  Ask learners to summarize the important points of the lesson

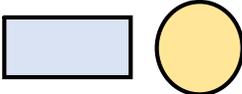
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		<p>water and assist them to infer that good drinking water has no colour, and no odour and is free from solid particles.</p> <ul style="list-style-type: none"><li>• Learners explain what will happen when they drink water that has particles, odour and colour in it.</li></ul> <p>Assessment: Learners mention the qualities of good drinking water</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 2.1.1.1		
<b>Performance Indicator</b>	Learners can Explain the mode of worship		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Engage learners with video clips or pictures of people at worship. • If possible, take learners to the church, mosque or the shrine to observe the mode of worship  Assessment: Let learners explain the mode of worship	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.2.1.10		
<b>Performance Indicator</b>	Learners can Foot-dribble by controlling a ball on the ground		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange cones in different patterns and learners. Have learners dribble balls through the cones at their own pace. Observe their practice and give them corrective feedback for improvement	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B2.2.3.1. 1	
<b>Performance Indicator</b>		Learners can Sketch and locate things in the classroom	
<b>Strand</b>		ALL AROUND US	
<b>Sub strand</b>		Map Making and Land Marks	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Observe the shape of the classroom. Sketch and colour the shape of the classroom, e.g.</p>  <p>Square, Rectangle, Round. (Whole-class discussion) : Learners share their work for appreciation.</p> <p>Assessment: Let learners Sketch and colour the shape of things in the classroom</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Observe and sketch houses, school buildings and other facilities in the community</p> <p>Assessment:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Let learners Sketch and colour the houses in the community	
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<b>Learning Indicator (s) (Ref. No.)</b>		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 experience at the market.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should discuss occasions to greet and talk about the importance of greetings.</li> <li>• The learner should discuss the greetings associated with different occasions.</li> <li>• The learner should narrate an experience at the market.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to tell you what they do when they meet a teacher in school in the morning.</li> <li>• Demonstrate different greeting to learners.</li> <li>• Lead learners through discussions to recognise the various occasions to greet.</li> <li>• Pick about three occasions and discuss their greetings with learners. E.g. Festivals, birth, death, etc.</li> <li>• Lead learners to discuss the values of greetings. E.g.to show respect, politeness, concern,</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>friendliness, phatic communion, etc.</p> <p>Assessment: let learners talk about the importance of greetings.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners mention some occasions they know.</li> <li>• Write the occasions on the board.</li> <li>• Write the various occasional greetings on the board and lead learners to connect the occasions with the greetings.</li> <li>• Allow learners to practice the greetings in pairs.</li> </ul> <p>Assessment: let learners mention greetings associated with different occasions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show a picture of a market to learners.</li> <li>• Discuss the picture with learners.</li> <li>• Discuss what goes on at the market with learners.</li> <li>• Ask learners to tell their experiences at the market.</li> </ul>	<p>What have we learnt today?</p>

		Assessment: let learners narrate an experience at the market	Review the lesson with learners
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**TERM TWO  
BASIC THREE  
WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC THREE

Name of School.....

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

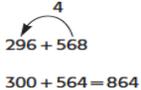
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have learners brainstorm to choose a topic, e. g. My Home</p> <ul style="list-style-type: none"> <li>• Write the topic on the board.</li> <li>• Ask questions for learners to generate ideas on the topic</li> <li>•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

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

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

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		which i E.g. 3 is the answer)	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Adding on by friendly jumps strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" (for example, when adding <math>326 + 232</math>, start with <math>326</math>, add <math>100</math> two times to get <math>526</math> (<math>326 + 100 + 100</math>), then add on <math>10</math> three times to get <math>556</math> (<math>526 + 10 + 10 + 10</math>) and then add on <math>2</math> to get <math>558</math>. The answer is <math>558</math>.</p> <p>E.g. 3. Making 10s or 100s when adding a number that is close to a multiple of 10 or 100 by moving a quantity from one number to another, for example when adding <math>296 + 568</math>, move 4 from 568 to 296 to make 300</p>  <p style="text-align: center;"><math>296 + 568</math> <math>300 + 564 = 864</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p><b>Compensation strategy</b> – adding more than is required to create an easier number to add – usually a multiple of 10 or 100 - and then subtracting that same amount from the answer (for example, when adding <math>126 + 39</math>, add 1 to 39 to create the expression <math>126 + 40</math>, which gives 166, then subtract from the answer the 1 that was</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

		knowing that it does not change the answer (e.g., instead of $158 - 47$ , do $161 - 50$ which is 111	
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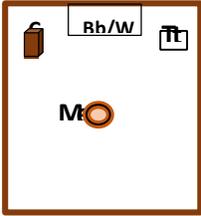
<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B3.2.1.4.1	
<b>Performance Indicator</b>		Learners can Identify things that make water impure	
<b>Strand</b>		CYCLES	
<b>Sub strand</b>		EARTH SCIENCE	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Provide learners with cut-out pictures showing how water is polluted. This should include leakages, flooding during rainy season which carries waste deposits into water bodies, Industrial waste dumped into water, mining, littering, pesticides application, fertilizer application, house hold chemicals, improper disposal of animal wastes. • In groups, learners observe the pictures and communicate their ideas on what makes water impure  Take learners on a trip to observe littered parts of the community to identify	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

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

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

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

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

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

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

**TERM TWO  
BASIC FOUR  
WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can engage in collaborative conversation on topics such as myself, family, personalities etc. with peers.</p> <p>B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts</p> <p>C. Learners can identify and use interrogative determiners “which, whose”– to find out about specific persons or objects</p> <p>D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing</p> <p>E. Learners can demonstrate the use of the simple past form in speech and in writing to express past conditions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Model describing yourself: e.g. name, physical	What have we learnt today?

		<p>features, character, likes and dislikes etc.</p> <ul style="list-style-type: none"> <li>• Guide learners with appropriate questions to give oral descriptions of themselves.</li> <li>• Select and describe a family member using relevant vocabulary.</li> <li>• Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located.</li> <li>• Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc. <ul style="list-style-type: none"> <li>• Through questions and answers have learners talk about the roles and duties of these ministers.</li> </ul> </li> <li>• Individually, ask learners to talk about their favourite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned.</li> </ul> <p><b>B.READING</b></p> <p>Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>Ask learners to summarize the main points in the lesson</p>
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		<ul style="list-style-type: none"> <li>• Guide learners to make meaning from the context in which words have been used.</li> </ul> <p>Assessment: Let learners use the words in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Present several examples in context and explain their use.</p> <ul style="list-style-type: none"> <li>• Have learners identify them in sentences and short texts.</li> <li>• Let them use the interrogatives in their own sentences</li> </ul> <p>Assessment: Let learners use interrogative determiners “which, whose” to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Take learners through the Prewriting stage process</p> <p>Assessment: Put learners in groups of four (4). Each member suggests a topic, identify the purpose, audience and the context of the piece.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p> <ul style="list-style-type: none"> <li>• They put their plan into writing using modal auxiliaries</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: Let learners demonstrate the use of the simple past form in speech and in writing to express past conditions</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read</p>	Have learners to tell what they read to the whole class

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.2.6.1		
<b>Performance Indicator</b>	Learners can solve multi-step word problems involving the four basic operations		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 4 - Follow me 5 - Fire	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Review the lesson with Learners  Assessment: have learners to practice with more examples
Thursday	Sing songs like:  I'm counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve  Learners role play a given word problem involving	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.2. 2.1.1		
<b>Performance Indicator</b>	Learners can observe, identify and give the functions of the parts of a plant		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, uproot young plants from the school surroundings for a class activity. <ul style="list-style-type: none"> <li>Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower)</li> </ul> Learners draw annotated diagrams of the plants and display them in class. <ul style="list-style-type: none"> <li>Learners relate the functions of the parts to their positions on the plant.</li> </ul> Assessment: Let learners give the functions of the parts of a plant	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.1.3 .1.		
<b>Performance Indicator</b>	Learners can describe the sun as the source of light and heat to the earth		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	The Environment and the Weather		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the 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.</p>   <p>Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: Let learners describe the sun as the source of light and heat to the earth</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Learners reflect on human activities that can lead to increase in the sun's heat on the earth</p> <p>Assessment: Let learners write some of the ways they can protect themselves against sun rays:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.1.1.1		
<b>Performance Indicator</b>	Learners can recognise the need to take active part in worship		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship, Prayer and other Religious Practices		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc. <ul style="list-style-type: none"> <li>In groups, learners should recognise the need to take active part in worship</li> </ul> Assessment: Let learners explain why we need to take active part in worship	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.4.1.1		
<b>Performance Indicator</b>	Learners can describe the history of Ghana's major historical locations		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  where could these historical locations be found? When were they built? Who built them? Why were they built?	With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built).  Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Explain some of the uses to which these historical locations have been put since they were built.  Assessment:	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Let learners explain some of the uses to which these historical locations have been put since they were built.	
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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4. 1.1.1.3		
<b>Performance Indicator</b>	Learners can generate ideas by studying visual artworks created by selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: select artworks of some Ghanaian visual artists that show aspects of the natural and manmade environments; ☑ observe the artworks in detail and describe the ideas that make up the artworks  Assessment Learners are to: assess the artworks by comparing their size, purpose, colours, ideas expressed, etc	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.2.1.5.		
<b>Performance Indicator</b>	Learners can moving, selecting and hiding multiple icons on the desktop		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to move, select and hide icons on the desktop.  Assessment: Let learners move, select and hide icons on the desktop.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.2.1.1		
<b>Performance Indicator</b>	Learners can perform movement skill with one hand or one foot and compare with movement skill with two hands and two feet.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform movement skills such as dribbling in handball with one hand or foot and compared with performing movement skills with two hands and two feet.	What have we learnt today?  Use answers to summarise the lesson.

<b>Learning Indicator (s) (Ref. No.)</b>	B4.1.6.1.1 Narrate any interesting experiences in life. B4.1.6.1.2 Respond/react to other peoples' stories or narratives.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should narrate any interesting experiences in life.</li> <li>The learner should respond/react to other peoples' stories or narratives.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Ask learners to mention some traditional plays they know.</li> <li>Ask learners to sing the songs associated with the plays.</li> <li>Give an account of any interesting experience you have had in life as a teacher.</li> <li>Discuss the narrated experience with learners.</li> <li>Allow learners to also narrate any interesting experience they have had in life.</li> </ul> <p>Assessment: let learners narrate any interesting experiences in life.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask learners to mention some traditional plays they know.</li> <li>• Ask learners to sing the songs associated with the plays.</li> <li>• Give an account of any interesting experience you have had in life as a teacher.</li> <li>• Discuss the narrated experience with learners.</li> <li>• Allow learners to also narrate any interesting experience they have had in life.</li> </ul> <p>Assessment: let learners narrate any interesting experiences in life.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners narrate their experiences in life (it could be an experience at the hospital, school, home or the playing field).</li> <li>• Discuss the experience narrated with learners.</li> <li>• Let learners express their views on the experiences narrated.</li> <li>• Lead learners to recognise the various positive reactions to other people's experiences</li> </ul> <p>Assessment: let learners respond/react to their group leader's stories or narratives.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC FIVE**  
**WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.6.2.2 B5.2.6.3.1 B5.3.2.1.3. B5.4.9.2.1 B5.5.3.1.4 B5.6.1.1.1		
<b>Performance Indicator</b>	<p>A. Learners can listen and view for the entire duration of a text, speech, presentation, video etc.</p> <p>B. Learners can deduce meaning of words from the word class they belong to and how they relate to one another (synonyms and antonyms)</p> <p>C. Learners can identify and use possessive pronouns to show possession</p> <p>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</p> <p>E. Learners can identify and use abstract nouns to refer to concepts and ideas</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGAUGE Play an audio video on your phone or laptop and let learners listen carefully. Set a	Have learners play vocabulary games, e.g. The Synonym/Antonym Tree game

		<p>task to guide them to focus on the activity.</p> <ul style="list-style-type: none"> <li>• Discuss what they saw and heard. Learners in their groups describe what they saw and heard and do a presentation.</li> <li>• 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.</li> </ul> <p><b>B.READING</b> Teach meaning of keywords in a text by using them in sentences.</p> <ul style="list-style-type: none"> <li>• In groups of six have learners bring out the contextual meaning of the words using synonyms and antonyms.</li> <li>• Have learners use these words in their own sentences.</li> <li>• Have them present their work to the class for feedback.</li> </ul> <p>Assessment: let learners use synonyms and antonyms words to form sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b> 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.</p> <p>Assessment: let learners identify possessive pronouns to in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Scaffold the writing process. i. Pre-writing</p> <ul style="list-style-type: none"> <li>• Have learners select and discuss topics of interest on issues in their community with their partners.</li> <li>• Have learners use strategies such as brainstorming and mind map to generate as many ideas as possible about the topics.</li> <li>• Have them organise the ideas into a writing plan using an outline, a chart or appropriate graphic organiser.</li> </ul> <p>e.g. line diagram</p> <table border="1" data-bbox="581 869 992 1031"> <tr> <th colspan="3">Poor sanitation</th> </tr> <tr> <td>What is poor sanitation</td> <td>Causes / effects</td> <td>solution</td> </tr> </table> <p>Assessment: let learners select topics of interest on issues in their community and develop a writing plan for it.</p>	Poor sanitation			What is poor sanitation	Causes / effects	solution	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Poor sanitation									
What is poor sanitation	Causes / effects	solution							
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise concrete nouns. Introduce abstract nouns as nouns or names of things that cannot be touched, seen or felt. They include ghost, beauty, holiness, mercy, etc.</p> <ul style="list-style-type: none"> <li>• Provide a passage with concrete and abstract nouns and let learners identify each category.</li> </ul> <p>Assessment: let learners identify concrete and abstract nouns and let learners i</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>						

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask learners to write a two-three paragraph summary of the book read for readings</p>	Have learners to tell what they read to the whole class
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.3.1.3 B5.1.3.1.4		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>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).</li> <li>Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions)</li> </ul>		
<b>Strand</b>	1- Number		
<b>Sub strand</b>	3: Number: Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To add the fractions, <math>\frac{1}{3}</math> and <math>\frac{2}{6}</math>, we need find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions. The LCD is 6 and their sum is, = <math>\frac{4}{6} = \frac{2}{3}</math> (i.e. its simplest form)</p> <p>subtract the fractions, <math>\frac{2}{3}</math> and <math>\frac{2}{5}</math>, we need find the Lowest Common</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B5.2.1.5.1	
<b>Performance Indicator</b>		Learners can identify human activities that make water unsuitable for human use	
<b>Strand</b>		2: CYCLES	
<b>Sub strand</b>		1: EARTH SCIENCE	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem-Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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.

		Assessment: let learners identify human activities that make water unsuitable for human use	
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	OUR WORLD OUR PEOPLE
<b>Reference</b>	OWOP curriculum Page
<b>Learning Indicator(s)</b>	B5.2.1.3.1.
<b>Performance Indicator</b>	learners can describe the shape of the earth
<b>Strand</b>	2: ALL AROUND US
<b>Sub strand</b>	1: The Environment and the Weather
<b>Teaching/ Learning Resources</b>	Pictures

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

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

		illustrate the shape of the earth.	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.1.1		
<b>Performance Indicator</b>	Learners can Discuss the moral importance of worship.		
<b>Strand</b>	2: Religious Practices and their Moral Implications		
<b>Sub strand</b>	1: Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Communication and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Help learners (in groups) to explain modes of worship: charity, prayer, song ministrations, evangelism, etc <ul style="list-style-type: none"> <li>• Let learners give reasons for worshipping: humankind is under the authority of the Creator, we demonstrate that we depend on God for survival, etc</li> </ul> <p>Assessment: let learners give the importance of worship</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.2.1.2		
<b>Performance Indicator</b>	Learners can Identify some of the health facilities and housing projects in the colonial period		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	2: Social Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What health facilities were built during the colonial period	Discuss the health facilities projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923),  Assessment: let learners identify some of the health facilities and housing projects in the colonial period	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  What health facilities were built during the colonial period?	Discuss the health facilities and housing projects carried out during the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify some of the housing projects in the colonial period	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5. 1.1.1.3.		
<b>Performance Indicator</b>	Learners can Study some artworks created by Ghanaian and other African visual artists studied that reflect the physical and social environments of some African communities		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>• select the works of Ghanaian and other African visual artists</li> <li>• that reflect ideas from the physical and social environment of some African communities;</li> <li>• appreciate: talk about the works in-pairs and share their views during a plenary session</li> </ul> Assessment: Learners are to: <ul style="list-style-type: none"> <li>• select the works of Ghanaian and other African visual artists</li> <li>; • compare the works in terms of type, function, materials, methods, etc</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.3.1.1:		
<b>Performance Indicator</b>	Learners can organise traditional music and dance		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	Drums		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm up routine, the teacher will organise traditional music and dance for learners. Learners dance in pair's base on their ability level. Organise dancing competition for learners.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.4.1.2 B5.1.4.1.3. 2B5.1.4.1.4.		
<b>Performance Indicator</b>	Learners can Explain the fundamentals of digital system components (hardware, software and networks). Learners can discuss how technology is used to save lives in community and how they are used. Discuss the effects of technology on the community.		
<b>Strand</b>	: INTRODUCTION TO COMPUTING		
<b>Sub strand</b>	4: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to brainstorm the basics of digital system components such as hardware, software and networks 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 Guide learners to brainstorm the effects of technology on the	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>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.</p> <p>Assessment: let learners give effects of technology on the community</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	B5.1.6.1.1 Read aloud passages from novels and newspapers with correct pronunciation and tone. B5.1.6.1.2 Demonstrate correct speech, rhythm and tone. B5.1.6.1.3 Demonstrate how some of the items used at home and in school are maintained.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should recognise and discuss items used at home.</li> <li>• The learner should Recognise and discuss things used at school.</li> <li>• The learner should demonstrate how some of the items used at home and in school are maintained.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show learners pictures or concrete objects of items at home.</li> <li>• Ask learners to mention the names of the things and write them on the board. E.g. bucket, plates, stool, cooking pot, spoon, etc.</li> </ul> Let learners discuss the uses of the items in the home. <ul style="list-style-type: none"> <li>• Ask learners to improvise the use of some</li> </ul>	What have we learnt today?

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		<p>of the home items to the class.</p> <ul style="list-style-type: none"> <li>• Let learners describe some of the items to the class.</li> </ul> <p>Assessment: let learners mention some items used at home.</p>	<p>Review the lesson with learners</p>
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Take learners round the school environment.</li> <li>• Ask learners to tell you some items learners saw when they return to the classroom.</li> <li>• Show learners pictures or concrete objects of items at school.</li> <li>• Ask learners to mention the names of the things and write them on the board. E.g. books, chalk, pens, chairs, table, etc.</li> <li>• In groups, let learners describe the items and their uses.</li> <li>• Let learners tell which people use the items. <ul style="list-style-type: none"> <li>• Allow learners to put some of the names of the items into both oral and written sentences.</li> </ul> </li> </ul> <p>Assessment: let learners mention some things used at school.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>	
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show learners items found at school and at home.</li> </ul>	<p>What have we learnt today?</p>	

		<ul style="list-style-type: none"> <li>• Pick one of the items and show learners how the item is maintained.</li> <li>• Help learners to demonstrate how some of the items used at home and in school are maintained.</li> <li>• Put learners in groups and let learners present to the class how an item is maintained and its benefits that come with maintenance</li> </ul> <p>Assessment: let learners mention some of the items used at home and in school are maintained.</p>	<p>Review the lesson with learners</p>
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**TERM TWO**  
**BASIC SIX**  
**WEEK ONE**

WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.2.2. . B6.2.6.2.1 B6.3.3.1.1. B6.4.9.3.1 B6.5.4.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can listen and view for the entire duration of text/speech/presentation/video etc</p> <p>B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms /near synonyms</p> <p>C. Learners can Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</p> <p>E. Learners can Differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <ul style="list-style-type: none"> <li>• Together with learners choose a text from their readers which has already been read.</li> <li>• Discuss the text e.g. title, characters, simple literary terms.</li> <li>• 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?</li> </ul> <p>B .READING</p> <p>Have learners regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc.</p> <p>Let them build a portfolio on vocabulary and use them in meaningful sentences.</p> <p>Assessment: let learners Use selected words to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Use a text to revise the different pronouns learnt in B1-B5.</p> <ul style="list-style-type: none"> <li>• Introduce reflexive pronouns with examples in sentences.</li> </ul> <p>Discuss the reflexive pronouns with learners.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.</li> <li>• Repeat the procedure to teach relative and reciprocal pronouns.</li> </ul> <p>Assessment: let learners mention examples of Identify and use: reflexive pronouns, relative pronouns reciprocal pronouns and use it to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> <li>• Guide learners with the questions below: <ul style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ul> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners review their partner's draft review to produce a coherent piece</p> <p>.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> <li>• Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used.</li> </ul> <p>Use this as a guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> <li>• Learners in pairs write their own stories making sure they use both tense forms.</li> <li>• 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.</li> </ul> <p>Assessment: let learners write a story using the simple past</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p>	Have learners to tell what they read to the whole class

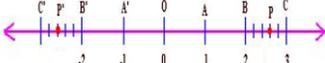
		<ul style="list-style-type: none"><li>• Have learners read books of their choice independently during the library period.</li><li>• Learners think-pair-share their stories with peers.</li><li>• Ask each learner to write a two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>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.</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
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 <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
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

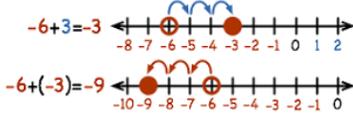
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1		
<b>Performance Indicator</b>	Learners can explain the functions of organs in the excretory system of humans		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to review the functions of some human organs. <ul style="list-style-type: none"> <li>Learners explain the need for activities such as breathing, urinating and sweating.</li> <li>With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans (kidneys, lungs, skin, liver).</li> </ul> Learners, in an activity, match the parts of the excretory system with their excretory products. <ul style="list-style-type: none"> <li>Build vocabulary of learners by explaining key</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>biological terms such as urea, kidney, lungs and excretion.</p> <ul style="list-style-type: none"><li>• 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.</li></ul> <p>Assessment: let learners explain the functions of organs in the excretory system of humans</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.1.6.1 B6.1.2.6.2		
<b>Performance Indicator</b>	<p>A. Learners can Locate, compare and order sets of integers using the number line and symbols "&lt;" or "&gt;".</p> <p>B. Learners can Solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire</p>	<p>Use number line to help learners to identify integers as opposites of whole numbers by answering the following questions:</p> <p>i. Which integer is at the point marked B1?  ii. Which integer is larger than B1 and which is smaller?  iii. How many steps away from B is B1?</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p>	<p>Use number line to help learners to do the following types (addition)</p>	<p>Review the lesson with Learners</p>

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	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>(1) <math>9 + -4 = \underline{\quad}</math></p> <p>(2) <math>-8 + 4 = \underline{\quad}</math></p> <p>(3) <math>-3 + -5 = \underline{\quad}</math></p> <p>(4) <math>1 + -3 = \underline{\quad}</math></p> <p>(5) <math>-6 + 5 = \underline{\quad}</math></p> <p>(6) <math>6 + -2 = \underline{\quad}</math></p> <p>(7) <math>-6 + 8 = \underline{\quad}</math></p> <p>(8) <math>-2 + 9 = \underline{\quad}</math></p> 	
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners do the following types (subtraction)</p> <p>(9) <math>-5 - 1 = \underline{\quad}</math></p> <p>(10) <math>-2 - 1 = \underline{\quad}</math></p> <p>(11) <math>8 - 7 = \underline{\quad}</math></p> <p>(12) <math>2 - 6 = \underline{\quad}</math></p> <p>(13) <math>-1 - 7 = \underline{\quad}</math></p> <p>(14) <math>-5 - 7 = \underline{\quad}</math></p> <p>(15) <math>-8 - 8 = \underline{\quad}</math></p> <p>(16) <math>4 - 6 = \underline{\quad}</math></p>	<p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners do the following types (subtraction)</p> <p>(9) <math>-5 - 1 = \underline{\quad}</math></p> <p>(10) <math>-2 - 1 = \underline{\quad}</math></p> <p>(11) <math>8 - 7 = \underline{\quad}</math></p> <p>(12) <math>2 - 6 = \underline{\quad}</math></p> <p>(13) <math>-1 - 7 = \underline{\quad}</math></p> <p>(14) <math>-5 - 7 = \underline{\quad}</math></p> <p>(15) <math>-8 - 8 = \underline{\quad}</math></p> <p>(16) <math>4 - 6 = \underline{\quad}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>									
<b>Class</b>	six								
<b>Subject</b>	CREATIVE ARTS								
<b>Reference</b>	Creative Arts curriculum								
<b>Learning Indicator(s)</b>	B6. 1.1.1.3.								
<b>Performance Indicator</b>	Learners can Study some artworks created by international visual artists that reflect the physical and social environments of some communities in the world								
<b>Strand</b>	Visual Arts								
<b>Sub strand</b>	Thinking and Exploring Ideas								
<b>Teaching/ Learning Resources</b>	Pictures								
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>									
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>						
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ select the designs and works of any international visual artist that reflect ideas from the physical and social environments of any community in the world;  <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>A bed designed from the concept of a vehicle</td> <td>A building structure based on the concept of a canoe and sail</td> <td>The seat of the government of Ghana developed from the concept of a stool</td> </tr> </table>				A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool	What have we learnt today?  Ask learners to summarize the main points in the lesson
									
A bed designed from the concept of a vehicle	A building structure based on the concept of a canoe and sail	The seat of the government of Ghana developed from the concept of a stool							

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		<p>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</p> <p>Assessment Learners are to: select and compare any two of the artworks in terms type, material, method, finishing, function and suitability, etc.</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.11		
<b>Performance Indicator</b>	Learners can Dribble a ball and kick (shoot) it towards a goal while being guarded		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange 5 cones in front of a goal post. The last cone should be about 5-10m away from the target or the goal post. Learners in front with the ball 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.	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1 B6.3.1.1.2 B6.3.1.1.3		
<b>Performance Indicator</b>	<p>Learners can Demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5.</p> <p>Learners can Demonstrate how to use icons in the Text group in the Insert Ribbon.</p> <p>Learners can Be able to use the attributes of the ribbons studied in a paragraph.</p>		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-POWERPOINT		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Guide learners to properly use the icons in the Insert Ribbon.</p> <p>Guide the learners to create and format text in a document</p> <p>Assessment: let learners format text in a document</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.1		
<b>Performance Indicator</b>	Learners can explain the importance of animal waste to plants		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility  Assessment: let learners explain the importance of animal waste to plants	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	Obtain different plant and animal waste from the community and use such materials to prepare manure.  Assessment: let learners describe how to prepare manure.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.2:		
<b>Performance Indicator</b>	Learners can explain the need for celebrating various festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the festivals celebrated in Ghana. <ul style="list-style-type: none"> <li>• Lead learners to talk about why festivals are celebrated: teach about love and sacrifice, promote unity and brotherliness, etc.</li> <li>• In groups, let learners dramatise a festival of their choice, showing important activities like sharing, reconciliation, unity and brotherliness, etc.</li> </ul> <p>Assessment: let learners describe how to prepare manure</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		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.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should explore and say the names of cities in Ghana</li> <li>The learner should explore or say some towns and villages in Ghana</li> <li>The learner should discuss the major rivers in Ghana and those close to the area.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show learners a current map of Ghana and mention some of the capital towns.</li> <li>Let learners point to the cities on the map.</li> <li>Let learners mention the names of cities in Ghana.</li> <li>Discuss some of the locations of the cities.</li> </ul> <p>Assessment: let learner mention the names of cities in Ghana</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask learners to mention names of towns and villages they know.</li> <li>• Show learners a current map of Ghana and mention some of the capital towns.</li> <li>• Assist learners to mention the names of some towns and villages in Ghana.</li> <li>• Let learners discuss the locations of these towns and villages.</li> <li>• Ask learners to tell which villages they come from.</li> </ul> <p>Assessment: let learners mention some towns and villages in Ghana</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask learners to mention the sources of the water that flow in the taps or boreholes in community.</li> <li>• Write out some of the rivers mentioned by learners.</li> <li>• Show learners a current map of Ghana.</li> <li>• Let learners point to the rivers indicated on the map.</li> <li>• Lead learners to mention the major rivers in Ghana after looking at the map.</li> <li>• Talk about the locations of these rivers.</li> </ul>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Let learners look closely at the current map of Ghana.</li> <li>• Help learners to recognise the names of rivers in or close to their area and mention and write the names on the board.</li> <li>• Discuss whether these rivers serve as a source of water to the community</li> </ul> <p>Assessment: let learners mention the major rivers in Ghana and those close to the area.</p>	<p>Review the lesson with learners</p>
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# **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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG1</p>	<p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> OUR FAMILY VALUES</p>	
<p><b>CONTENT STANDARD:</b> K1.3.1.1</p> <p>Demonstrate understanding of the good manners that our families values and why they value them</p>	<p><b>INDICATORS:</b> K1.3.1.1.1    K1.3.1.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>• Learners can identify the good manners our families value and how it can change our personal likes and dislikes</li> <li>• Learners can demonstrate that spoken words are represented in written words/print</li> </ul>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>In a Community Circle time, the learners should be asked to talk about what they like and dislike.</p> <p>Teacher scaffold them to share their reasons for their like and dislike.</p> <p>Write their likes and dislikes on the board or cut out manila cards using different colour of makers (e.g. blue marker for likes and red marker for dislikes).</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Through scaffolding, have learners talk about what their parents and grandparents (family) value.</p> <p>Discuss why learners sometimes refuse to do what families value and why it would not be good for them to do that.</p> <p>Have learners sort the “likes” from the “dislikes” and count the number of cards they will get from each group.</p> <p>Guide them use comparative language to describe the comparative language to describe the groups.</p> <p>Extend this activity by using concrete objects e.g. counters, shapes, etc.</p> <p>Teach the learners a song that shows the reward of showing good manners e.g.</p> <p>Abofra ye somako a Obiara pe n’asem 3X Ntsi ye somako</p> <p>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.</p> <p>Discuss the meaning of the keywords in the text while you read and assist learners give examples of synonyms of some selected keywords.</p> <p>Write the examples the learners give on the board to illustrate the concept.</p> <p>Through LEA, assist the class to create their version of the story read to them using some</p>	
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	<p>of the keywords learnt and write it on a manila card for them.</p> <p>Guide learners to illustrate their story.</p> <p>Assessment: let learners identify the good manners our families value and how it can change our personal likes and dislikes</p> <p>Assessment: let learners demonstrate that spoken words are represented in written words/print</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it.</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KG1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them	<b>INDICATORS:</b> K1.3.1.1.3 K1.3.1.1.4	
	<b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Learners can recognise that spoken words are made up of individual speech sounds and letters that can be written down</li> </ul>	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Greet and welcome learners to the community circle time.  Introduce the theme for the week and invite 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.  Show conversational poster and have learners identify the non-verbal behaviours	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>that that learners show when greeting at school and elderly people.</p> <p>Have learner's role play the daily greetings, showing appropriate non-verbal behaviours when greeting different people in the community.</p> <p>Using "Pick and act" have learners use the cut out manila strips to demonstrate the appropriate greeting they pick</p> <p>Have learners sing Alphabet song and point to the letters in the classroom. E.g. ABCD -F-G...</p> <p>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.</p> <p>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.</p> <p>Highlight the sounds learners will be able to identify and assist learners to select the letter(s) that represent the sounds.</p> <p>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.</p> <p>Have learners 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.</p> <p>Repeat these activities with different objects.</p>	
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	Assessment: let learners role-play how to use simple daily greetings with different people in the society.	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR FAMILY VALUES	
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.1.1.5	
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize details in shapes and height of the letter for the week and write it legibly and correctly	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually.</p> <p>Have learners write the letter in the air and on their tables.</p> <p>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.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR FAMILY VALUES
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families value and why they value them		<b>INDICATORS:</b> K1.3.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can show the time of the day using clock faces.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Learners watch teacher model the pre-writing exercise, learners emulate what the teacher does in a whole class, in groups and individually. Have learners write the letter in the air and on their tables.</p> <p>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.</p> <p>Have learners give examples of words that the letter for the week can begin.</p> <p>Have learners use shapes e.g. circle, triangles, rectangles to create simple patterns with 2,3,2, 2,2,3,2, etc.</p> <p>Have learners clap and stamp their feet with the patterns Using a wooden or plastic clock, tell a short story about time.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>Talk about the times we greet in the morning and show it shows on the clock face.</p> <p>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.</p> <p>Have learners practice manipulating clock faces showing different time.</p> <p>Assist learners to locate the a given time on the clock face (e.g 6, 9)</p>  <p>6 O'clock</p> <p>Have learners create their own clock face using arts materials like play dough, clay, manila cards, etc</p> <p>Assessment: let learners show the time of the day using clock faces</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Friday		<b>SUB STRAND:</b> OUR FAMILY VALUES
<b>CLASS:</b> KG1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.1.1.7
		<b>PERFORMANCE INDICATOR:</b> Learners can draw clock faces and write down the given time under it
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Discuss the importance of time and why learners need to obey the times for school and classroom activities.</p> <p>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,</p> <p>have learners in pairs draw clock faces showing different times and write the times underneath e.g. 6, 7, 2, etc.</p> <p>E.g.</p>  <p>2 O'clock</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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

**TERM TWO**  
**KG 2**  
**WEEK TWO**

## WEEKLY LESSON PLAN FOR KG 2- WEEK TWO

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES	
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why	<b>INDICATORS:</b> K2.2.2.1.1 K2.2.2.1.2	
	<b>PERFORMANCE INDICATOR:</b> 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	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week. Display a conversational poster on Greetings (#6) and engage learners in active discussion about the pictures in the poster related to 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).	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>☑ 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?</p> <p>Learners should identify their favourite characters and explain why they like that character.</p> <p>☑ 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.</p> <p>Assessment: let learners use illustrations on the cover page and title of Big book to answer simple story map questions on the text</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> MY CULTURAL VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.1
		<b>PERFORMANCE INDICATOR:</b> Learners can randomly identify letters of the alphabet and recognize them in words and names related to the theme and clap the syllables.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can read, use and copy daily greetings and some culturally appropriate and polite language in their self-dictionary/note book
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> MY CULTURAL VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can talk about how others make their art work to project good manners in the society. Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Show different greeting cards to learners and explain the different ways we use the cards. E.g. Greet people we have not seen for some time, say thank you, say sorry, wish people well etc. Demonstrate how greeting cards are made; 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<b>DATE:</b>		<b>STRAND: : VALUES AND BELIEFS</b>	
<b>DAY:</b> Friday		<b>SUB STRAND:</b> MY CULTURAL VALUES	
<b>CLASS:</b> KG 2			
<b>CONTENT STANDARD:</b> K2.2.2.1 Demonstrate understanding of the virtues, good manners and behaviour patterns our community values and why		<b>INDICATORS:</b> K2.3.2.6	
		<b>PERFORMANCE INDICATOR:</b> Learners can compose and decompose numbers up to 15 using concrete materials Learners can	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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.  Assessment: let learners compose and decompose numbers up to 15 using concrete materials	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	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.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.6.1.3      B1.2.2.1.6      B1.4.3.1.3 B1.5.4.1.2      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can talk about their school and places in the school Learners can use alphabetic knowledge to decode known words Learners can write words using both capital and small letters 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
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use the Community Circle Time Strategy. <ul style="list-style-type: none"> <li>Show pictures of their school and places in the school (the library, the computer lab, the headmaster’s office, the playing field etc.)</li> <li>Have learners think-pair-share ideas/views about</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>the pictures in pairs and then with the large group.</p> <ul style="list-style-type: none"> <li>• Have learners talk about the activities that go on in these places and their importance to the individual.</li> </ul> <p>Assessment: let learners talk about the activities that go on in their school and places in the school</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Let learners sing an alphabet song.</li> <li>• 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.</li> <li>• Have learners read similar words from the word charts</li> </ul> <p>Assessment: let learners read words from the word charts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <li>• Write words in upper and lower cases.</li> <li>• Model pronunciation of target words for learners to repeat.</li> <li>• Let learners copy the words from the board. Encourage learners to space out letters appropriately in the words.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Let group leaders help other learners (who are not able to write some letters correctly).</p> <p>Assessment: let learners write words using both capital and small</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Introduce the activity and demonstrate it.</li> <li>• Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: Guide learners to select books for readings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.2.3		
<b>Performance Indicator</b>	Learners can generate and solve word problem situations when given a number sentence involving addition and subtraction of numbers within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	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.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners

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	1 - One is one alone, alone it shall be.		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.	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	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	Write addition and subtraction problems, learners in their groups discuss and generate word problems to match the number sentences	Review the lesson with Learners  Assessment: have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.4.1		
<b>Performance Indicator</b>	Learners can identify sources and uses of water in the home and at school		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners where they get water (sources of water) at the home, community and school. <ul style="list-style-type: none"> <li>• In a participatory manner, learners come out with sources of water in the home and at school</li> <li>• Show or draw pictures depicting different sources of water such as bore-holes, rivers, wells and the sea.</li> <li>• Discuss the various uses of water at their homes, school and community.</li> <li>• Learners demonstrate several uses of water, e.g. washing of face and hands, drinking and preparing beverages,</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>rinsing of utensils, watering of flowers.</p> <p>Assessment: let learners identify sources and uses of water in the home and at school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use local materials to create different sources of water in an outdoor activity. E.g. artificial wells, rivers, rainfall and tap.</li> </ul> <p>Assessment: let learners Identify sources of water in the home and at school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips of people worshipping among the three main religions in Ghana. - Christian worship, - Islamic worship and - Traditional worship  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

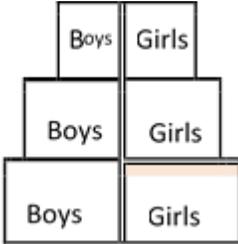
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	Learners can use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana  Assessment: let learners use the internet to locate ancient Ghana empire	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	Use the internet to locate ancient Ghana empire and the Akan forest regions of Ghana  Assessment: let learners use the internet to locate the Akan forest regions of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.1.10		
<b>Performance Indicator</b>	Learners can Dribble a ball in a forward direction, using the inside of the foot		
<b>Strand</b>	Motor Skills And Movement Patterns		
<b>Sub strand</b>	Locomotor, Manipulative And Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Arrange cones in a straight line after warm ups. Place a ball about 50cm in front of the first cone. Move the ball through the cones by making slow and 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.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe the population structure of their class and the need to respect one another		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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

		<p>8 years</p>  <p>6 years</p> <p>Assessment: let learners describe the population structure of their class</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the need to respect one another regardless of age and sex as responsible citizens.</p> <p>Assessment: let learners Explain why we need to respect one another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can think about and describe the different performing artworks that are produced or performed in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ think about performing artworks (music, dance, drama, poetry) they know of or have seen produced or performed in the local community</li> <li>☐ 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</li> </ul> Assessment: let learners describe the different performing artworks that are produced in the local community	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	<p>Learners are to share and act familiar music, dance and drama in the local community;</p> <p>☑ identify and share ideas about different kinds of performing artworks</p> <p>Assessment: let learners describe the different performing artworks that are performed in the local community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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WEEKLY LESSON PLAN FOR B1 GHANAIAI LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		B1.1.7.1.2 Describe their family. B1.1.7.1.3 Describe their classmates	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should describe their family.</li> <li>The learner should describe their classmates</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Call learners out one by one to stand in front of the class to talk about their mothers, fathers and siblings.</li> <li>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.</li> </ul> <p>Assessment: let learners describe their family</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



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

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC TWO

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	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
<b>Performance Indicator</b>	Learners can talk about events at home Learners can show awareness that homonyms have different meanings in different contexts Learners can draw and label objects found in their environment Learners can use the simple present tense to express habitual actions Learners can read a variety of age and level-appropriate books and texts from print and non-print
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Introduce the day’s topic and show pictures of activities at home. • Have learners think-pair-share the domestic activities. • Have learners talk about which of the events they like most and why they like them.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Have learners role-play some of the scenes. E.g. People engaged in domestic chores. People at table.</li> </ul> <p>Assessment: let learners talk about events at home</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Provide examples in contexts to help learners discover that homonyms have different meanings in different contexts. e.g. bat.</p> <p>I saw a bat fly this morning.</p> <p>My mother bought a tennis bat for me.</p> <p>Assessment: let learners use homonyms to form different sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Let learners draw and label objects from the area studied by their group.</p> <ul style="list-style-type: none"> <li>• Help them to edit their work particularly spelling and spacing.</li> <li>• Let learners write their names under their work and post their charts on the walls of the classroom for peer review</li> </ul> <p>Assessment: let learners draw and label objects found in their environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories everyday.</p> <ul style="list-style-type: none"> <li>• Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> <li>i. simple truths – Lemons are sour.</li> <li>ii. interest – I like playing football.</li> <li>iii. feelings – I am happy.</li> <li>iv. opinions – He is a good teacher.</li> </ul> </li> <li>• Introduce drills for learners to have practice.</li> <li>• Put learners into small groups to discuss given topics, using the structures</li> </ul> <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"><li>• For each reading session, guide learners to select books</li></ul> <p>Assessment: Guide learners to select books for readings</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 2.1.1.2		
<b>Performance Indicator</b>	Learners can explore own experiences to talk about performing artworks that reflect people in other communities in Ghana		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ brainstorm on performing artworks (e.g. music, dance and drama) that are produced or performed by people in other parts of Ghana.</li> <li>☐ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing those artworks</li> <li>☐ study the subject matter of those artworks and explore their importance and the occasions on which they are performed</li> </ul> <p>Assessment: let learners use their own experiences</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.2.4.2		
<b>Performance Indicator</b>	Learners can use personal strategies to add and subtract within 100		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Counting, Representation, Cardinality & Ordinality		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Decompose a number into easier numbers to add and doing partial sums- Decomposing one number into easier numbers to add E.g., when adding $28 + 47$ , record think $20 + 40 + 8 + 7$ , which is the same as $60 + 15$ which is the same as 75 	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	'Friendly jumps' strategy, where one of the numbers is decomposed into a friendlier number and added in "chunks" or by "friendly jumps" e.g. when adding $26 + 32$ , start with 26, add 10 three times to	Review the lesson with Learners  Assessment: have learners to practice with more examples

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		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)	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>. <i>Moving part of one number to the other number to create numbers that are easier to add</i> E.g. when adding 29 + 56, move 1 from 56 to 29 to create the expression 30 + 55 = 85)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>. <i>Compensation – Adding more to a number to make it friendlier, then subtracting the amount added from the answer</i> 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.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B2.2.1.4.2	
<b>Performance Indicator</b>		Learners can identify uses of air	
<b>Strand</b>		CYCLES	
<b>Sub strand</b>		Earth Science	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners to breathe in and out and find out from them what they are breathing in. <ul style="list-style-type: none"> <li>In groups learners perform the following activities, e.g. filling balloons, pumping tyres, flying kites, cooling the body, supporting burning and if possible show pictures of the activities.</li> <li>Show pictures of people on a boat wearing life jackets, swimmers on inflated balloons on water</li> </ul> <p>Assessment: let learners identify uses of air</p>	What have we learnt today? <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	Create real life problems related to the topic for learners to discuss and come out with possible solutions  Assessment: let learners identify uses of a fan and pump.	What have we learnt today? Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 2.1.1.1		
<b>Performance Indicator</b>	Learners can explain the importance of worship.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	. • Lead learners to talk about the importance of worship at home, church or mosque and in school: - It is a command from God to serve Him.  Assessment: let learners explain the importance of worship	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss video/documentary/stories /slides about the history of these major historical locations in Ghana.  Assessment: let learners identify 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	Show and discuss video/documentary/stories /slides about 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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.2.1.11		
<b>Performance Indicator</b>	Learners can clap and dance to beat (rhythm)		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners clap a beat and dance to the beat. Emphasis coordination in clapping to the beat and coordination dancing. Give learners corrective feedback to improve their coordination. Allow them to progress at their own pace with fun and enjoyment.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1. 1.		
<b>Performance Indicator</b>	Learners can explain the need to accept and adapt to a change in the total number of people, as a responsible citizen		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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	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 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.  Assessment: let learners	What have we learnt today?  Ask learners to summarize the main points in the lesson

		explain the need to adapt to a change in the total number of people	
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WEEKLY LESSON PLAN FOR B2 GHANAIAN LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		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, palace etc.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should narrate an experience at the hospital.</li> <li>• The learner should narrate experiences at school.</li> <li>• The learner should narrate experiences at the church/mosque, palace etc.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show a picture of a hospital to learners.</li> <li>• Discuss the picture with learners.</li> <li>• Discuss what goes on at the hospital with learners.</li> <li>• Ask learners to tell their experience at the hospital</li> </ul> <p>Assessment: let learners narrate an experience at the hospital</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners talk about their homes.</li> <li>• Show a picture of a school to learners.</li> <li>• Let learners talk about the picture.</li> <li>• Discuss what goes on at the school with learners.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> <li>• Ask learners to tell their experiences at school.</li> </ul> <p>Assessment: let learners narrate experiences at school.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show a picture of a palace to learners/ Visit a palace/church.</li> <li>• Discuss what goes on at the church or palace with learners.</li> <li>• Ask learners to tell their experiences at the church or palace</li> </ul> <p>Assessment: let learners narrate experiences at the church/mosque</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC THREE

Name of School.....

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

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

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

		<ul style="list-style-type: none"><li>• Introduce narratives, expository, procedural texts to learners.</li><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.4.3 B3.1.2.4.4		
<b>Performance Indicator</b>	<p>Learners can develop and explain estimation strategies to estimate the solution for a given word problem involving addition or subtraction sums up to 1000.</p> <p>Learners can show an understanding of the property of commutativity</p>		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>To estimate the sum of <math>430 + 561</math>, use <math>400 + 500</math>. The sum must be close to 900; to estimate the different of 660 and 430, use 600 and 400 or 700 and 400. The difference must be close to 200 or 300.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.1.4.2		
<b>Performance Indicator</b>	Learners can describe the properties of air		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth Science		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners answer the following questions:            What is air?            Where does air come from?            Can you see and touch air?            What shows that there is air present in this classroom?</p> <ul style="list-style-type: none"> <li>• Perform a simple demonstration on the properties of air, e.g. air has mass, occupies space, made up of more than one gas, pulls and pushes objects.</li> </ul> <p>Assessment: let learners describe the properties of air</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

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

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

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

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

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

WEEKLY LESSON PLAN FOR B3 GHANAIAI LANGUAGE

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

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

**TERM TWO  
BASIC FOUR  
WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly</p> <p>B. Learners can deduce meaning of words from how they are used in context</p> <p>C. Learners can identify and use different types of pronouns:</p> <p>D. Learners can develop ideas into a one-paragraph draft using appropriate nouns or pronouns within and across sentences to aid cohesion and avoid ambiguity</p> <p>E. Learners can demonstrate the use of the simple past form in speech and in writing to express past conditions</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE	What have we learnt today?

		<p>Demonstrate turn taking with a learner earlier prepared.</p> <ul style="list-style-type: none"> <li>• Learners in pairs, take turns to talk about given topics in groups observing turn taking.</li> </ul> <p>Assessment: let learners demonstrate turn taking in conversation on different topics and speak audibly, and express thoughts and feelings clearly</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Using several examples guide learners to make meaning from the context in which words have been used. (contextual meaning)</p> <ul style="list-style-type: none"> <li>• Learners work in pairs and in groups to work out the meaning of given words from their context.</li> </ul> <p>Assessment: let learners deduce meaning of words from how they are used in context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>i. Personal pronouns – I, You, He/She, We, etc.</p> <ul style="list-style-type: none"> <li>• Write sentences with personal pronouns. e. g. You are late.</li> <li>• Provide learners with a variety of practice activities</li> </ul> <p>Assessment: let learners</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

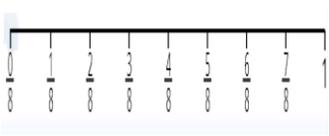
		identify personal pronouns from sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Writing stage</p> <ul style="list-style-type: none"> <li>• Have learners work independently to write a first draft.</li> </ul> <p>Assessment: let learners develop ideas into a one-paragraph draft</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Let two pairs come together to form bigger groups to edit their work one after the other.</p> <ul style="list-style-type: none"> <li>• Pairs of learners read their work to the class for discussion</li> </ul> <p>Assessment: let learners use the simple past form to express past conditions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-</p>	<p>Have learners to tell what they read to the whole class</p>

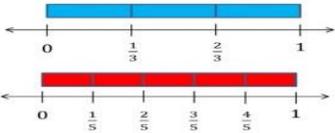
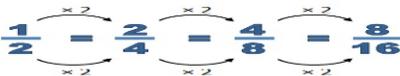
		paragraph summary of the book read.	
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B4.1.3.1.1 <span style="float: right;">B4.1.3.1.2</span>
<b>Performance Indicator</b>	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 $\frac{1}{8}$ . Learners can recognise and name equivalent fractions using pictorial representations and number line to determine the Lowest Common Denominator (LCD).
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	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 to locate one eight by defining the interval from 0 to 1 as the whole and partitioning it into 8 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 pupils to draw several lines, 30 units each, and mark the ends 0 and 1. For each line ask them to partition the interval from 0 to 1 into each of the following unit fractions $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{5}$ , $\frac{1}{6}$ , and $\frac{1}{10}$ .	Review the lesson with Learners  Assessment: have learners to practice with more examples

<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Ask pupils to use the number chart they have drawn to read fractions that are equivalent e.g. <math>1/3=2/6=3/6</math> ....</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>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</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>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)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.2.1.2		
<b>Performance Indicator</b>	Learners can examine some common seeds and how they germinate		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Review learner’s knowledge that seeds can germinate with or without soil. <ul style="list-style-type: none"> <li>• This activity will take some days.</li> <li>• Learners will work with beans or maize seeds.</li> </ul> Learners first observe the dry seed coat, then when it absorbs water to swell rupturing 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.	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners will work with beans or maize seeds. Learners will work with beans or maize seeds. Report should include diagrams of each stage of germination</p> <p>Assessment: let learners describe the stages of germination for beans or maize seeds</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.2.1.1.		
<b>Performance Indicator</b>	Learners can explore the relationship between living and non-living things in the environment		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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 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	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.1.1.2:		
<b>Performance Indicator</b>	Learners can draw and colour a worship scene.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship, Prayer and other Religious Practices		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners draw and colour a worship scene.  Assessment: let learners learners draw and colour a worship scene.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.4.1.1		
<b>Performance Indicator</b>	Learners can describe the history of Ghana's major historical locations		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these historical locations to where they can be located  Assessment: let learners match historical locations to where they can be located	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary/ slides on these locations in Ghana  Assessment: let learners describe the history of Ghana's major historical locations	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4. 2.1.1.3		
<b>Performance Indicator</b>	Learners can study the performing artworks created of some Ghanaian performing artists that reflect the natural and manmade environments of some communities in Ghana		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ select artworks of some Ghanaian performing artists that show aspects of the natural and manmade environments;</li> <li>☑ study the artworks in detail and describe the ideas that make up the artworks</li> </ul> <p>Assessment: let learners describe the ideas that make up the artworks of some Ghanaian performing artists</p>	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: <ul style="list-style-type: none"> <li>assess the artworks by comparing their types, topics/themes,</li> </ul>	What have we learnt today?

		<p>purpose, function, ideas expressed, etc.</p> <p>Assessment: let learners assess artworks by comparing their types, topics/themes, purpose, function, ideas expressed</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.1		
<b>Performance Indicator</b>	Learners can dance to the beat of traditional music.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners dance to a beat of any traditional music. Learners dance as individually but at their own pace.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.2.1.6.		
<b>Performance Indicator</b>	Creating, naming and renaming a folder		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create, name and rename a folder.  Assessment: let learners create, name and rename a folder.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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WEEKLY LESSON PLAN FOR B4 GHANAIAI LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>	B4.1.7.1.1 Talk about the environment and recognise and 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.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should talk about the environment and recognise and discuss things that destroy the environment</li> <li>• The learner should describe how to prevent things that destroy the environment</li> <li>• The learner should recognise polar question markers.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAI LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
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 learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Take a stroll with learners.</li> <li>• Tell them to take note of the things they see as you take the stroll.</li> <li>• Let learners mention the names of things in their environment.</li> <li>• In class, discuss what an environment is with learners.</li> <li>• In class, discuss the trip with learners and lead</li> </ul>	What have we learnt today?

		<p>them to recognise some of the actions of man that destroy the environment.</p> <ul style="list-style-type: none"> <li>• Let learners recognise other things that destroy the environment. E.g. Bushfires, erosion, de-forestation, pollutions in various forms, etc.</li> </ul> <p>Assessment: let learners mention things that destroy the environment</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss the actions that destroy the environment again with learners.</li> <li>• 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.</li> <li>• Let each group present whatever they have written down to the class.</li> <li>• 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 learners are not very strong)</li> <li>• Show learners a video on how to prevent things</li> </ul>	<p>What have we learnt today?</p>



**TERM TWO**  
**BASIC FIVE**  
**WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<p>A. Learners can engage in collaborative conversation on topics such as social issues, values and manners with adults</p> <p>B. Learners can recognise how words are formed through acronyms (WHO) and clipping (telephone–phone).</p> <p>C. Learners can Identify and use possessive pronouns to show possession</p> <p>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</p> <p>E. Learners can identify and use abstract nouns to refer to concepts and ideas.</p> <p>F. Read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Introduce a talk show by drawing on learner’s background knowledge of such activities on TV.	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Identify an interesting topic e.g. “Children should not WhatsApp”.</li> </ul> <p>Initiate a conversation using questions. Learners take turns to contribute to the conversation.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Put learners in groups to identify and discuss social values (e. g. honesty), what they are and behaviours that portray these values.</li> </ul> <p>Digital</p> <ul style="list-style-type: none"> <li>• They should identify people they know who have exhibited these values and how they showed these values.</li> <li>• Have each group present their work to the class. Encourage the class to ask questions and contribute to the presentation.</li> </ul> <p>Assessment: let learners identify social values, identify people they know who have exhibited these values and describe how they showed these values</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners revise building vocabulary through affixes. e.g. micro – microscope in – insert con – connect re – return</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduce acronyms and clipping. e.g.: acronyms – WHO = World Health Organisation clipping – telephone = phone</li> <li>• Put learners into groups and have them research on acronyms and clipping, using dictionaries or online resources, to build more vocabulary.</li> </ul> <p>Assessment: let learners research for more acronyms</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Provide an interesting story abundant in possessives, e.g. mine, yours, his. E.g., This is mine.</p> <ul style="list-style-type: none"> <li>• Let learners use possessives like mine, yours, his, hers, theirs in sentences. E.g., This story is mine.</li> </ul> <p>Assessment: let learners identify possessive pronouns in a passage.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

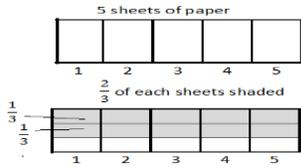
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b> Put learners into groups to develop their ideas in <b>B5.4.9.1.1</b> into a three-paragraph draft.</p> <p>Assessment: let learners develop ideas into a two-paragraph draft.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b> Have learners use given concrete and abstract nouns in sentences</p> <p>Assessment: let learners use given abstract nouns in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><b><u>E.EXTENSIVE READING</u></b> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask learners to write a-two-three</p>	<p>Have learners to tell what they read to the whole class</p>

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		paragraph summary of the book read for readings	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.3.1.5 B5.1.3.1.6		
<b>Performance Indicator</b>	Learners can Use the concept of equivalent fractions for addition and subtraction of fractions greater than one (improper or mixed fractions). Learners can Use models to explain the result of multiplying a fraction by whole number		
<b>Strand</b>	1- Number		
<b>Sub strand</b>	3: Number: Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Multiplying a whole number by a fraction, e.g. $5 \times \frac{2}{3}$ or finding five two-thirds means $\frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{10}{3}$ 	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	To multiply a whole number by a mixed fraction, one can multiply the whole number by the whole number and then the whole number by the fraction and add the products or change the mixed fraction to improper fraction and multiply;	Review the lesson with Learners  Assessment: have learners to practice with more examples

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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To multiply a whole number by a fraction (e.g. <math>3 \times \frac{2}{3}</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify;</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Multiplying a fraction by a whole number the multiplication is interpreted as "of"; e.g. <math>\frac{2}{3} \times 5</math> means shade <math>\frac{2}{3}</math> of 5 ; i.e. finding two-thirds of each of five objects; i.e. <math>\frac{2}{3} \times 5</math> can be illustrated by shading <math>\frac{2}{3}</math> of 5 sheets of paper, which leads to the shading of 10 thirds, <math>\frac{2}{3} \times 5 = \frac{2}{3}</math> of 5 = <math>10 \div 3 = 3 \frac{2}{3}</math></p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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;</p>	<p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.5.2		
<b>Performance Indicator</b>	Learners can know how to make and keep air clean in our environment		
<b>Strand</b>	2: CYCLES		
<b>Sub strand</b>	1: EARTH SCIENCE		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Find out from learners what they understand by clean air and review things that pollute air (make air unclean) such as smoke from factories, car exhausts, bush burning and dust from construction sites and untarred roads.	<ul style="list-style-type: none"> <li>• Lead discussions to come out with the do's and don'ts that will make or keep air clean in our homes and surrounding environment (planting of trees and grass and avoiding frequent and uncontrolled burning).</li> <li>• Learners are assigned to design a concept map on the causes, prevention and control of air pollution.</li> </ul> <p>Assessment: let learners describe how to make and keep air clean in our environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Learners draw and use a Future's Wheel to trace the effects of water pollution on the environment.</li></ul> <p>Assessment: let learners mention the effects of water pollution on the environment</p>	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	OWOP curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.2.1.1		
<b>Performance Indicator</b>	Learners can design and make a simple animal house and keep a pet		
<b>Strand</b>	2: ALL AROUND US		
<b>Sub strand</b>	2: Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/films on different housing for domestic animals and pets or visit farms in the community to observe different types of housing for 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	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 sketch domestic animals and their housing Learners talk about values of keeping animals such as learning to become responsible and committed to handwork, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify the values of keeping animals	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.1.1		
<b>Performance Indicator</b>	Learners can discuss the moral importance of worship		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, assist learners to talk about the importance of worship: to get blessings from God, to get closer to God, etc. Have children show how they pray.  Assessment: let learners mention the moral importance of worship	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.2.1.2		
<b>Performance Indicator</b>	Learners can identify some of the health facilities and housing projects in the colonial period.		
<b>Strand</b>	4: Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	2: Social Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	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  Assessment: let learners identify some of the health facilities in the colonial period	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  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 important were these social services?	hospital, and Takoradi hospital. 2. Brainstorm the significance of these social services.  Assessment: let learners identify some of the housing projects in the colonial period	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5. 2.1.1.3		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ select the works of Ghanaian and other African performing artists that reflect ideas from the physical and social environment of some African communities;</li> <li>☐ 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</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>production and performance);</p> <p>Assessment: let learners describe some compositions and performances of Ghanaian performing artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>• select the works of Ghanaian and other African performing artists</li> <li>• compare the works in terms of type, function, elements, tempo, rhythm, methods, etc</li> </ul> <p>Assessment: let learners compare the works of Ghanaian and other African performing artists in terms of type, function, elements, tempo, rhythm, methods used.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		PHYSICAL EDUCATION	
<b>Reference</b>		PE curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.3.1.2	
<b>Performance Indicator</b>		Learners can Start and sprint for distance.	
<b>Strand</b>		MOTOR SKILL AND MOVEMENT PATTERNS	
<b>Sub strand</b>		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
<b>Teaching/ Learning Resources</b>		cones	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm-up, learners to go on crouch with the knee of the rear leg in line with the heel of the front leg. The front foot and the 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.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.1.1. B5.2.1.1.2.		
<b>Performance Indicator</b>	Learners can show the use of Insert, design, animation and transition in the ribbons section. (New, Open, Save, Save As, Print and Close) and the Insert and design ribbon Learners can show a 5-slide presentation using Insert, design, animation and transition of the ribbons studied		
<b>Strand</b>	2: PRESENTATION		
<b>Sub strand</b>	1: INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Ask learners to use “File menu”, “Insert” and “Design Ribbons” to create a new MS-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”.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>NB. This is to help learners with software knowledge to understand well, the concept in office applications (Microsoft PowerPoint).</p> <p>Assessment: let learners use PowerPoint slide and to draw the Ghana flag</p>	
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WEEKLY LESSON PLAN FOR B5 TERM 2 GHANAIAN LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		B5.1.7.1.1 Demonstrate and say expressions that show courtesy. B5.1.7.1.3 Demonstrate non-verbal behaviour that depict courtesy B5.1.9.1.1 Recognise and use polar question markers	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should demonstrate and say expressions that show courtesy.</li> <li>The learner should demonstrate non-verbal behaviour that depict courtesy</li> <li>The learner should recognise and use polar question markers</li> </ul>	
Week Ending		2	
Reference		Ghanaian Language curriculum	
Subject		<b>GHANAIAN LANGUAGE</b>	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show a video that exhibits some courtesy behaviour.</li> <li>Discuss the video with learners. Let learners mention some of the words/ expressions heard from the video that indicate courtesy.</li> <li>Allow learners to write the expressions on the board.</li> <li>Call learners to read the expressions aloud. Saying "Please".</li> </ul>	What have we learnt today?

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		<p>“I am sorry.”  “Thank you.”  “Excuse me.”</p> <ul style="list-style-type: none"> <li>• Ask learners to mention other courtesies known to learners.</li> <li>• Let learners mention situations where courtesy is demanded.</li> <li>• Demonstrate some behaviour of courtesy with some of the learners in a mentioned situation.</li> <li>• Direct learners to demonstrate behaviours that indicate courtesy in other situations individually or in groups.</li> </ul> <p>Assessment: let learners demonstrate and say expressions that show courtesy.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Demonstrate some non-verbal behaviours of courtesy.</li> <li>• Ask learners to discuss the non-verbal action performed.</li> <li>• Listen and write some of the expressions that resulted from the discussion with learners.</li> <li>• Direct learners to demonstrate non-verbal behaviours that depict courtesy.</li> <li>• In groups, allow learners to tell what the non-verbal action depicts in groups</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>Assessment: let learners demonstrate non-verbal behaviour that depict courtesy</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners ways of forming questions.</li> <li>• Ask learners to form questions orally and write them on the board.</li> <li>• Talk about the polar question type.</li> <li>• Write more questions on the board.</li> <li>• Lead learners to recognise polar questions markers from the writing on the board.</li> </ul> <p>E.g. Have you eaten? Yes/No</p> <p>Are you from this town? Yes/No</p> <p>Assessment: let learners identify and use polar question markers</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK TWO**

WEEKLY SCHEME OF LEARNING- WEEK TWO

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.6.3.1. B6.2.6.3.1 B6.3.4.1.1 B6.4.9.3.2. B6.5.4.1.1. B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can engage in collaborative conversation with unfamiliar audience</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Sample topics: social issues, social values and manners • Show a video of a talk show or introduce a talk show by drawing on learners'	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>background knowledge of such activities on TV.</p> <ul style="list-style-type: none"> <li>• Identify an interesting topic e.g. “Children should not do WhatsApp”. Initiate a conversation using questions. Learners take turns to contribute to the conversation.</li> <li>• Put learners in groups and let them choose topics for conversation.</li> </ul> <p>Go round to ensure learners take turns, use facial expressions appropriately and maintain eye contact when in conversation.</p> <p>Assessment: let learners engage in collaborative conversation in groups on the school rules</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p><b><u>Meaning from context</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Put learners in groups. Let them read a text and I give the contextual meaning of selected words from the text.</li> <li>• Engage learners in activities such as: – Matching words with their meanings/synonyms/antonyms. – Reading a text and finding</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>replacements for certain words in the text.</p> <ul style="list-style-type: none"> <li>Using other strategies such as the synonym or antonym tree or synonym or antonym 'bingo', have learners build a portfolio of antonyms and synonyms.</li> </ul> <p><b><u>Meaning from word</u></b> relationships hyponyms: fruit – apple meronyms: hand – finger</p> <p>Have learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p> <p>Assessment: let learners use the vocabulary tree and mother to child to build words using hyponyms and meronyms</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the comparatives with learners.</p> <ul style="list-style-type: none"> <li>Use practical activities to guide learners to change the positive forms of regular 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.</li> <li>Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best</li> <li>• Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences</li> <li>• Assist learners to use the adjectival forms position, more – and most – much more most intelligent more intelligent most intelligent</li> <li>• For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond.</li> </ul> <p>Creativity</p> <p>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,</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling</p> <p>Tips for learners:</p> <p>i. Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</p> <p>ii. Have I used commas correctly?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>iii. Do my sentences start with capital letters?</p> <p>iv. Have I capitalised proper nouns?</p> <ul style="list-style-type: none"> <li>• Have learners do peer editing.</li> <li>• Have them prepare neat final copies.</li> <li>• Guide them to proofread the final copies before publishing.</li> </ul> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling of their own written story.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise the simple present and present perfect tenses by using examples and situations.</p> <ul style="list-style-type: none"> <li>• Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used.</li> </ul> <p>Use this as a guide to let learners write a story using the simple past.</p> <ul style="list-style-type: none"> <li>• Learners in pairs write their own stories making sure they use both tense forms.</li> <li>• 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.</li> </ul> <p>Assessment: let learners underline simple past and the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		present perfect tense forms in sentences	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>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.</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
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 (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?	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners write the report on the findings of the Commission as a post World War II developments in the Gold Coast	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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners role play the report on the findings of the Commission as a post-	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		World War II development in the Gold Coast	
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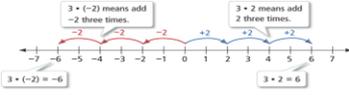
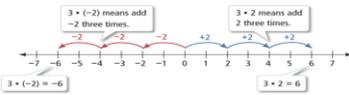
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.2.1.1		
<b>Performance Indicator</b>	Learners can explain the difference between a star, a planet and a satellite		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	The Solar System		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Show videos, models or pictures of the solar system and engage learners to identify the planets in the system. <ul style="list-style-type: none"> <li>• Draw the solar system on the board, using different colours to illustrate the different bodies.</li> <li>• Learners tell what they see when they view the sky during the night and during day time.</li> <li>• Based on their answers, use the chart to explain that a star is a heavenly body that produces its own light and is stationary (does not move)</li> </ul> Assessment: let learners explain the difference	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		between a star and a planet	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul> <p>Assessment: let learners explain the difference between a star, a planet and a satellite</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.6.2 B6.1.1.4.3 B6.1.3.1		
<b>Performance Indicator</b>	<p>A. Learners can solve simple addition and subtraction problems involving integers (excluding subtraction of negative numbers)</p> <p>B. Learners can perform simple multiplication with integers</p> <p>C. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Solve word problems; e.g.</p> <p>(i) Some number added to 5 is equal to -11. Find the number.</p> <p>(ii) Ben and Cam are diving. Ben is 15.8 meters below the surface of the water. Cam is 4.2 meters above Ben.</p> <p>What is Cam's position relative to the surface of the water?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>Solve word problems; e.g.</p> <p>(i) Some number added to</p>	<p>Review the lesson with Learners</p>

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

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To compare and order a mixture of common, decimal and percent fractions, express them in one</p> <p><sup>5</sup> form (i.e. either common, decimal or percent); e.g. to order 0.758, <math>\frac{5}{8}</math> and 73%; we have <math>\rightarrow \frac{5}{8}</math></p> <p><math>= \frac{625}{1000} = 62.5\%</math>, <math>0.758 = \frac{758}{1000}</math></p> <p><math>= 75.8\%</math>, and <math>73\% = \frac{73}{100} = 0.73</math>, Hence the order from least to the</p> <p>largest is <math>\frac{5}{8}</math>, 73% and 0.758</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B6. 2.1.1.3
<b>Performance Indicator</b>	Learners can study how the artworks of the international performing artists studied reflect the physical and social environments of some communities in the world
<b>Strand</b>	Performing Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ 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;</li> <li>☑ appreciate: discuss the selected artworks in groups and share findings with the rest of the class focusing on the type of composition or</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.2.1.12		
<b>Performance Indicator</b>	Learners can Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners participate in a mini Handball, Volleyball, Basketball, Netball, Hockey, etc. base on the facilities and materials available. Learners use strategies and tactics in playing the game ae a team. Learners play various roles in a team and cooperate with one another in achieving the teams' objectives. Learners cool down to end the lesson	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3		
<b>Performance Indicator</b>	Learners can describe Databases. Learners can identify databases and data structures. Learners can explain Fundamental Database concepts.		
<b>Strand</b>	Programming and Databases		
<b>Sub strand</b>	Introduction to Databases, Algorithm And Programming. Languages		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners through discussion in groups, to list and describe databases.  Guide learners to identify databases structures. ie. 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 discussion  Assessment: let learners explain Fundamental Database concepts	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.3.1.1		
<b>Performance Indicator</b>	Learners can identify the political regions on a sketch map of Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks Content		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals.  Learners show the 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. "From Senegal to Gambia...Benin to Nigeria".</p> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.2		
<b>Performance Indicator</b>	Learners can explain the need for celebrating various festivals		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on the need for celebrating festivals. <ul style="list-style-type: none"> <li>• Lead learners to discuss their essays for suggestions and corrections.</li> </ul> <p>Assessment: let learners explain the need for celebrating various festivals.</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

WEEKLY LESSON PLAN FOR B6 GHANAIAI LANGUAGE

<b>Learning Indicator (s) (Ref. No.)</b>		<p>B6.1.7.1.1 Recognise the nuclear family and mention the members in it.</p> <p>B6.1.7.1.2 Recognise the extended family and mention some members in it.</p> <p>B6.1.7.1.3 Use the appropriate terms to describe families.</p>	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should recognise the nuclear family and mention the members in it.</li> <li>• The learner should recognise the extended family and mention some members in it.</li> <li>• The learner should use the appropriate terms to describe families.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAI LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to mention the family members they live with.</li> <li>• Discuss who a nuclear family comprises of.</li> <li>• Display a picture of a family.</li> <li>• Aid learners to recognise the nuclear family and mention the members in it.</li> </ul> <p>Assessment: let learners identify the nuclear family and mention the members in it</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> MY CULTURAL VALUES</p>	
<p><b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them</p>	<p><b>INDICATORS:</b> K1. 3.2.1.1</p>	
	<p><b>PERFORMANCE INDICATOR:</b> Learners can talk about some important cultural values and good manners that promote respect and politeness</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <i>MINS</i> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b></p>	<p>In a Community Circle time have learners sit in a semi-circle. Always welcome and greet the learners before you introduce the theme for the week.</p> <p>Have a cut-out papers with the polite words/phrases including greetings and discuss them with learners.</p> <p>Invite learners to demonstrate how to show respect to each other, to adults in our society, mother/father and then teachers.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.2.1.2
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize the basic components of a book using the Big Book on showing respect
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a Big book on showing respect/politeness, have learners talk about the front/cover page, the body, and end page of a book.  With the use of picture walk from the cover page illustration and the body/content, have learners predict the content of the text.  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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<p>Have learners filling the missing letters in the given polite words e.g. may, respect, please, thank, etc.</p> <p>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</p> <p>Assessment: let learners identify the basic components of a book using the Big Book on showing respect</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.2.1.3
		<b>PERFORMANCE INDICATOR:</b>  Learners can use positive words learnt from the teacher-read-aloud of the Big Book to talk about how to show respect to teachers and peers at school.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Do a picture walk through the text and let the learners predict what the story will be about looking at the pictures.  Learners listen to the Teacher read-aloud the Big Book on a Girl who refused to listen to his parents and retell the story.  Learners share what they learn from the story relating it to how good it is for a child to adopt their cultural values.  Learners dramatize different ways to show respect to teachers and their peers at school and in the house. E.g. saying sorry, thank you, etc.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.2.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can identify the location of individual sounds in a given word (beginning or end of a word)
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Introduce target letter-sound for the week to learners. Have learners identify words beginning with the letter-sound for the week  Learners search for words with the letter sound at different position- beginning, middle and the ending sound. E.g. dada – the beginning sound is /d/ and /wind/ the sound is at the end.  Learners practice the writing of the letter in 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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> MY CULTURAL VALUES
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.1.1 Demonstrate understanding of the good manners that our families values and why they value them		<b>INDICATORS:</b> K1.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can practice using the more than and less than concept and their signs to compare different items that learners like and don't like
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Have learners talk about their likes and dislike. Using "Think-Pair share",  have learners enumerate behaviours they like and those that they dislike using shells, pebbles, sticks, etc.  Have learners share their findings using comparative language "more than" and "less than".  Introduce learners to using the mathematical signs for the "more than" [ $<$ ] and "less than" [ $>$ ] to solve problems. Extend the activities with other objects.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

**TERM TWO**  
**KG 2**  
**WEEK THREE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK THREE**

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Name of School.....

<b>DATE:</b> <b>DAY:</b> Monday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.2 <b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.  <input type="checkbox"/> 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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>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).</p> <p>Assessment: Learners answer the story map questions.</p> <p>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?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.3
		<b>PERFORMANCE INDICATOR:</b> Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<p>Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.</p> <p>☐ Guide learners to use the words acquired to create short drama.</p> <p>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.</p> <p>☐ Ask learners why we should respect the National Anthem and the pledge</p> <p>.</p> <p>Assessment: let learners use the words acquired to perform a short drama on how to show themselves as patriotic citizens of their country</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.4  <b>PERFORMANCE INDICATOR:</b>  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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners 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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i>  <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and talk about some national art works of our country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Take learners outside to observe the national flag of Ghana.  ☑ Let learners draw and colour or paint the flag of Ghana.  Assessment: Let learners draw and colour or paint the flag of Ghana	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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

**TERM TWO  
BASIC ONE  
WEEK THREE**

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.6.1.4. B1.2.3.1.1. B1.4.4.1.1. B1.5.4.1.2 B1.6.1.1.1.		
<b>Performance Indicator</b>	<p>Learners can use a wide variety of words to describe different situations and events</p> <p>Learners can use common rhyming endings to decode simple words</p> <p>Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself</p> <p>Learners can use the present tense of verbs to express the present state of things or situations</p> <p>Learners can read a variety of age – appropriate books and texts from print</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Use a conversational poster on different situations/events.</p> <ul style="list-style-type: none"> <li>• Have learners think-pair-share, looking at the various illustrations on the poster.</li> <li>• Have them use expressions learnt and other new ones to</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>describe the situations and events.</p> <p>Have learners, working in groups, role-play the situations and events on the poster.</p> <p>Assessment: let learners use a wide variety of words to describe different situations and events</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• Have learners build on these rhyming endings.</li> <li>• In groups, let learners read out their words.</li> <li>• Have learners form sentences with these rhyming words.</li> </ul> <p>Assessment: let learners use common rhyming endings to decode simple words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have a picture of a friend or anybody and write at least three lines about the person.</p> <p>Paste this in a corner of the class.</p> <p>Have a chart of various objects labelled (e.g. objects at home in, the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>environment etc.) and post them on the walls of the classroom.</p> <ul style="list-style-type: none"> <li>• Have learners go round to observe the pictures.</li> <li>• In groups, let learners share their observations.</li> </ul> <p>Assessment: let learners draw and label three objects of their choice.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Introduce the activity and demonstrate it.</li> <li>• Guide learners with questions to describe the state of given things or situations, e.g. My bag is red</li> </ul> <p>Assessment: let learners use the present tense of verbs to express the present state of things or situations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs,</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>and provide support and encouragement</p> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.3.1		
<b>Performance Indicator</b>	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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:  I'm counting one, what is one	Naming the double of a number to 10	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	Naming the double of a number to 10	Review the lesson with Learners  Assessment: have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.4.2		
<b>Performance Indicator</b>	Learners can demonstrate the existence of air in the environment		
<b>Strand</b>	DIVERSITY OF MATTER		
<b>Sub strand</b>	CYCLES		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>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.</li> <li>Learners talk about their observations in each case,</li> </ul> <p>Assessment: let learners explain what causes the leaves and hoisted flag to move.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to outline uses of air in their lives. e.g. whistling, blowing of trumpets, flying kites, sailing of boats, breathing, etc.</p> <p>Summarise the lesson by explaining to learners that air is everywhere</p> <p>Assessment: let learners demonstrate the existence of air in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the act of worship in the three main religions in Ghana  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the role of Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana  Assessment: let learners describe the role of Dr J. B. Danquah	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 Dr J. B. Danquah in linking the civilisations of the ancient Ghana Empire to the Akan of the forest region of Ghana  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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.1		
<b>Performance Indicator</b>	Learners can march to a beat (rhythm)		
<b>Strand</b>	Motor Skills and Movement Patterns		
<b>Sub strand</b>	Locomotor, Manipulative And Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm ups, demonstrate marching to a beat such as clapping, music (one-one, one-one, etc.). Emphasis on left foot forward and right arm 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	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.1.1.1		
<b>Performance Indicator</b>	Learners can explore the main types of worship in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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, etc. (Traditional)	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners recite texts from the three main religions.	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.2.2.2		
<b>Performance Indicator</b>	Learners can develop ideas for making own visual artworks that express own understanding of visual artworks produced or found in the local community		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ develop own ideas on the nature of visual artworks produced or found in the local community (e.g. clay pots, baskets, carvings, beads);</li> <li>☐ make decisions on tools, materials and visual arts making methods that are suitable for making those artworks;</li> </ul> <p>Assessment: let learners mention their ideas for making own visual artworks</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to plan how the choice of artworks will be made to express the history and culture/way of life of people in the local community;	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>☑ make pencil and crayon doodles/ scribbles/outlines to define the choice of artworks they have in mind.</p> <p>Assessment: let learners mention their ideas for making own visual artworks</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	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”.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should produce what the story is about and answer simple questions on the story</li> <li>• The learner should recognise and use the question words “what” and “who</li> <li>• The learner should recognise and use the question words “where” and “when”.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show a movie to learners.</li> <li>• Lead learners through discussion to tell them what the story is about.</li> <li>• Tell learners an interesting story.</li> <li>• Ask learners questions about the story and let them answer.</li> <li>• Write some of the key words in the story on the board and some of the answers also on the board.</li> <li>• Read them aloud for learners.</li> </ul>	What have we learnt today?

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		<p>Assessment:          What is the story about?          Mention a character in a story.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Engage a learner in a conversation using the question words “who” and “what.”</li> <li>• Let learners also converse in pairs using the question tags “who” and “what.”</li> <li>• Ask learners questions to find out if they can recognise when to use question word. E.g. “What?” and “who?”</li> </ul> <p>Assessment: let learners use the question words “what” and “who” in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Engage a learner in a conversation using the question word “who” and “what.”</li> <li>• Let learners also converse in pairs using the question words / tags “who” and “what.”</li> <li>• Ask learners questions to find out if they can recognise when to use question word. “What?” and “who?”</li> </ul> <p>Assessment: Ask learners to say a sentence each using the question words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<p>Learners can talk about things and places in their homes</p> <p>Learners can use dictionaries and glossaries to clarify meaning of words</p> <p>Learners can write simple sentences to express feelings</p> <p>Learners can use the simple present tense to express habitual actions</p> <p>Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Ask learners to name things and places in their homes and say what happens at those places.</p> <ul style="list-style-type: none"> <li>• Show pictures of important places in their community, such as the chief's palace, the market, the police station, etc. and have learner's think-pair-</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>share ideas or views with the person sitting next to them.</p> <ul style="list-style-type: none"> <li>• Put learners into groups to talk about their pictures.</li> <li>• Rotate the pictures until each group has had its turn to talk about all the pictures.</li> </ul> <p>Assessment: let learners talk about things and places in their homes</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Introduce learners to the use of picture dictionaries and glossaries.</p> <ul style="list-style-type: none"> <li>• Have learners use guide words to find meaning of words used</li> </ul> <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Put learners in groups to share their feelings.</p> <ul style="list-style-type: none"> <li>• Let each one write, at least, one sentence to express a feeling, e.g. "I am happy."</li> </ul> <p>Assessment: let learners write simple sentences to express feelings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Tell learners some of the things you do daily in short and simple sentences. e.g. I read stories every day.</p> <ul style="list-style-type: none"> <li>• Create situations for learners to use the structure. e.g. <ul style="list-style-type: none"> <li>i. simple truths – Lemons are sour.</li> <li>ii. interest – I like playing football.</li> <li>iii. feelings – I am happy.</li> <li>iv. opinions – He is a good teacher.</li> </ul> </li> <li>• Introduce drills for learners to have practice.</li> <li>• Put learners into small groups to discuss given topics, using the structures</li> </ul> <p>Assessment: let learners use the simple present tense to express habitual actions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"><li>• For each reading session, guide learners to select books</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.2.2.2		
<b>Performance Indicator</b>	Learners can make decisions to create own artworks from imagination, based on visual artworks produced or found in other communities in Ghana		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: experiment with carefully selected materials and tools to learn about their usefulness for designing and making visual artworks;  Assessment: let learners create own artworks from imagination,	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: explore and experiment with available tools, materials, resources and techniques to plan for making specific artworks that represent visual artworks made in other Ghanaian communities.  Assessment: let learners create own artworks from imagination	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.2.4.3		
<b>Performance Indicator</b>	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		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Counting, Representation, Cardinality & Ordinality		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether?	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.	Yaw has 32 books. Aisha added 13 more books to Yaw's books. How many books do they have altogether?	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one	Mr. Haruna gave 45 books to Yaa' She gave 11 of the books to her sister. How many books are left?	Review the lesson with Learners

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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.1.1.1		
<b>Performance Indicator</b>	Learners can know the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners in a pair share activity observe their friends critically and talk about the parts they see. <ul style="list-style-type: none"> <li>Engage learners to watch an animated video or listen to an animated song or show a picture of the parts of the human body. (Head, neck, eyes, nose, mouth, stomach, legs).</li> <li>Learners talk about the song or biological uses of the human body in pairs and discuss the uses of the parts of the body.</li> <li>In groups, learners brainstorm and talk about what will happen if some</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>parts of the body are absent or not working well.</p> <ul style="list-style-type: none"> <li>• Learners to present and explain their group ideas orally and/or by writing.</li> </ul> <p>Assessment: let learners identify the functions of the human body parts such as eyes, ears, mouth, nose, arms, legs and hands</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Write the main biological functions of the human body parts being discussed.</p> <p>Assessment: let learners draw and colour any two parts of the body.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2 2.1.1.2:		
<b>Performance Indicator</b>	Learners can sing and recite simple texts from the three main religions in Ghana.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to mention popular religious songs and recitations in the three main religions in Ghana. <ul style="list-style-type: none"> <li>Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord's Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR)</li> </ul> Assessment: let learners sing and recite simple texts from the three main religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.1		
<b>Performance Indicator</b>	Learners can demonstrate balance on the ground and on objects, using bases of support other than both feet.		
<b>Strand</b>	Motor Skill And Movement Patterns		
<b>Sub strand</b>	Locomotor, Manipulative and Rhythmic Skills		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners warm up by doing knees boxing. Demonstrate balance on the ground by sitting on the ground, raise your feet off the ground and 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	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B2.3.1.1.1	
<b>Performance Indicator</b>		Learners can explain the importance of worship	
<b>Strand</b>		OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Worship	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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  Assessment: let learners explain the importance of worship	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 demonstrate/talk about the importance of worship at home, school, church/mosque/shrine  Assessment: let learners explain the importance of worshi	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B2.1.8.1.1 Recount what a story is about and answer 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 use the question words, “what”, “who”, “where”, “when.”		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should recount what a story is about and answer simple questions on the story.</li> <li>The learner should explain the meaning of some key words in the story.</li> <li>The learner should recognise and use the question words, “what”, “who”, “where”, “when.”</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise the lesson on learners’ experiences at the market, school and palace.</li> <li>Tell an interesting story or show a movie of a short story.</li> <li>Lead learners to discuss the story or movie.</li> <li>Let learners tell what the story is about.</li> </ul> <p>Assessment: What is the story about? Mention a character in the story.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		Where did the story take place?	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some key words of the story you told.</li> <li>• Let learners discuss the meaning of some of the key words contextually.</li> </ul> <p>Assessment: let learners explain the meaning of some key words in the story</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some questions on a flashcard using the question words “what”, “who”, “where”, “when” and show them to learners.</li> <li>• Lead learners to read the questions.</li> <li>• Let learners form their own questions using the question words under discussion.</li> <li>• Assist learners to recognise when to use question words/tags ‘what’ and ‘who,’” where” and” when”.</li> <li>• E.g. What is your age? Who is your mother? Where is your teacher? When will you come?</li> </ul> <p>Assessment: let learners use the question words, “what”, “who”, “where”, “when” to form sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **TERM TWO BASIC THREE WEEK THREE**

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC THREE

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Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.1.4 B3.2.6.1.2. B3.4.9.1.1 B3.5.4.1.2 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can Use a wider variety of words to talk about different customs and cultural values</p> <p>B. Learners can Use knowledge of prefixes and suffixes to interpret unfamiliar words</p> <p>C. Learners can Select a topic on familiar themes (e.g. Myself), brainstorm and organise before writing</p> <p>D. Learners can Use the present continuous form of verbs to describe actions taking place at the time of speaking</p> <p>E. Learners can Read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Using conversational posters on different customs and cultural practices, let learner’s think-pair-share, looking at the various illustrations on the poster.</p> <ul style="list-style-type: none"> <li>• Have them use expressions learnt and</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

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		<p>ideas appropriate to the topic.</p> <p>Assessment: let learners organise points for writing on the topic “myself”</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Through examples, assist learners to use the continuous forms of action words in sentences. e.g. Aba is singing. They are jumping.</p> <ul style="list-style-type: none"> <li>• Present action pictures for learners to write simple sentences about the actions taking place</li> </ul> <p>Assessment: let learners look at action pictures and write simple sentences about the actions taking place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul> <p>Assessment: let learners read a variety of age and</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		level-appropriate books and summarise them	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.5.1		
<b>Performance Indicator</b>	Learners can Represent and explain multiplication using equal groupings		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p style="text-align: right;">= 4 × 3 = 3 × 4 = 6 × 2</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Learners make formation of sets of equal object from a given quantity. For example with 12 straws Learners make groupings such as:</p>  <p style="text-align: right;">= 4 × 3 = 3 × 4 = 6 × 2</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p>	<p>Learners make formation of sets of equal object from a given quantity. For</p>	<p>Review the lesson with Learners</p>

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B3.2. 2.1.2		
<b>Performance Indicator</b>	Learners can observe the germination of maize and bean seeds		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Begin this activity by asking learners to predict whether it is possible for bean and maize seeds to germinate/sprout in water without soil.</p> <ul style="list-style-type: none"> <li>Place learners into groups and give each group two transparent glasses or plastic containers (labeled A and B), cotton wool, water and viable maize and bean seeds.</li> <li>Learners pack container A with the cotton wool and push one of each of the different seeds through the side of the container but not to touch the bottom.</li> <li>Guide learners to pour a little water to soak the cotton wool. The setup is left to stand for one week</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

Week Ending			
Class	Three		
Subject	OUR WORLD OUR PEOPLE		
Reference	Our World Our People curriculum Page		
Learning Indicator(s)	B3.2.3.2.1		
Performance Indicator	Learners can make a sketch of the school compound and show locations of some landmarks		
Strand	ALL AROUND US		
Sub strand	Map Making and Land Marks		
Teaching/ Learning Resources	Pictures		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners to explore the school compound through a study tour and do the following: i. Identify the position of buildings in relation to one another. ii. Draw the outline of the classroom on the manila cards  Assessment: let learners make a sketch of the school compound	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners to Draw the outline of the classroom on the chalk/white board. Call learners to come up to mark out their sitting positions on the outline  Assessment: let learners make a sketch of the school compound and	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.2.2.2		
<b>Performance Indicator</b>	Learners can plan to create own artworks that represent visual artworks produced or found in other communities in Africa, by experimenting with available tools, materials and methods for creating artworks that reflect the natural and manmade environments in those areas in Africa		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ experiment with available tools, materials, resources and techniques based on an assigned task to determine their nature and suitability for designing and making visual artworks; 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Learning Indicator (s) (Ref. No.)</b>	B3.1.8.1.1 Recount what the story is about and answer simple B3.1.8.1.2 Explain the meaning of key words and give simple summary of a short text. B3.1.9.1.1. Answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should recount what the story is about and answer simple</li> <li>The learner should explain the meaning of key words and give simple summary of a short text.</li> <li>The learner should answer questions on, ‘who’, ‘what’, ‘where’ and ‘when’</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Lead learners to sing a song.</li> <li>Tell/show an interesting story.</li> <li>Discuss the story with learners.</li> <li>Lead learners to discuss what the story is about.</li> </ul> <p>Assessment Ask questions based on the story for learners to answer</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Lead learners to sing a song.</li> <li>Read a story.</li> </ul>	What have we learnt today?

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

		Assessment: let learners answer questions on, 'who", "what", "where" and" when	
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**TERM TWO  
BASIC FOUR  
WEEK THREE**

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.6.3.3. B4.4.9.3.1	B4.2.6.3.2 B4.5.4.1.3	B4.3.3.1.1 B4.6.1.1.1.
<b>Performance Indicator</b>	<p>A. Learners can ask relevant questions to find out the opinion of others about a given topic</p> <p>B. Learners can deduce meaning of words from how they relate to one another</p> <p>C. Learners can identify and use different types of pronouns</p> <p>D. Learners can review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can use the present perfect form of verbs to relate past events to the present</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Demonstrate the activity using a familiar topic.</p> <ul style="list-style-type: none"> <li>Learners ask and answer questions for clarification about what</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>other learners say on a given topic.</p> <p>Assessment: let learners ask relevant questions to find out the opinion of others about a given topic</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Reverse the meaning of the terms using examples.</p> <ul style="list-style-type: none"> <li>• Have learners play games (e.g. Synonym Tree Game) to reinforce their knowledge of antonyms and synonyms.</li> <li>• Ask learners to find synonyms and antonyms of words made from context to build on their vocabulary.</li> </ul> <p>Assessment: let learners match words with their synonyms/antonyms.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <p>Interrogative pronouns – Who, What, Where, etc. • Introduce interrogative pronouns with several examples in context.</p> <ul style="list-style-type: none"> <li>• Provide a passage and have learners identify interrogative pronouns.</li> </ul> <p>Assessment: Let learners use interrogative pronouns in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Have pupils revise their first draft.</p> <p>Ask them to set aside their first draft for a while</p>	<p>What have we learnt today?</p>

		<p>and return to it to read over slowly and critically, and reread it several times.</p> <ul style="list-style-type: none"> <li>• Have learners use these questions as a revision guide</li> </ul> <ol style="list-style-type: none"> <li>Is my topic interesting?</li> <li>Does the beginning catch the reader's attention?</li> <li>Are the ideas easy to understand?</li> <li>Do all the sentences say something about the topic?</li> </ol> <p>Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p> <ul style="list-style-type: none"> <li>• They put their plan into writing using modal auxiliaries</li> </ul> <p>Assessment: let learners use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> </ul>	<p>Have learners to tell what they read to the whole class</p>

		<ul style="list-style-type: none"><li>• Ask each learner to write a two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.2      B4.1.3.1.3		
<b>Performance Indicator</b>	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)		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Ask pupils to colour fractions that are equivalent to given fractions or write more equivalent fractions for give n fractions  $\frac{1}{3} = \frac{\square}{6} \quad \frac{4}{8} = \frac{\square}{2} \quad \frac{2}{6} = \frac{\square}{12}$ $\frac{4}{12} = \frac{\square}{3} \quad \frac{2}{4} = \frac{\square}{8} \quad \frac{1}{3} = \frac{\square}{12}$	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B4.3.1.1.1	
<b>Performance Indicator</b>		Learners can know the organs of the digestive system and their functions	
<b>Strand</b>		SYSTEMS	
<b>Sub strand</b>		THE HUMAN BODY SYSTEMS	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Show videos, pictures and models of the digestive system. <ul style="list-style-type: none"> <li>Learners keenly observe the organs of the digestive system.</li> <li>Explain to learners the functions of the various organs in the digestive system.</li> </ul> <p>Assessment: let learners draw a diagram of the digestive system and cut out the various parts of the system into flash cards</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners randomly pick the parts of the digestive system on flashcards. <ul style="list-style-type: none"> <li>Learners build the digestive system by arranging the parts in an</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>orderly manner as they appear in the digestive system.</p> <p>Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards.</p> <p>Assessment: let learners identify the organs of the digestive system and their functions</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.2.1.2.		
<b>Performance Indicator</b>	Learners can recognise the need to preserve living and non-living things in the environment as a responsible		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Plants and Animals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to 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	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through group work guide learners to play games and use specific examples to talk about the importance of living and non-living things to humans. e.g.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Water is used for drinking, washing, cooking, river transport, manufacturing of industrial goods</p> <p>Assessment: let learners explain the importance of non-living things to humans</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.1.1.3		
<b>Performance Indicator</b>	Learners can differentiate between religious and non-religious songs.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship, Prayer and other Religious Practices		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Ask learners to mention songs sung in Ghana. <ul style="list-style-type: none"> <li>• Let learners differentiate between religious and irreligious songs by comparing the lyrics: religious songs express faith in God while non-religious songs portray worldly ideas, etc</li> </ul> Assessment: let learners differentiate between religious and non-religious songs.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.4.1.1		
<b>Performance Indicator</b>	Learners can describe the history of Ghana's major historical locations		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the stories behind some of the historical 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	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 stories behind some of the historical 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	
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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 1.2.2.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ explore the local environment to select available materials and tools that are suitable for making visual artworks;</li> <li>☐ study and test the use of available materials and tools by applying appropriate methods and skills:</li> </ul> discuss and share their experiences through open discussion and assessment by peers;  Assessment: let learners create artworks that express own views	What have we learnt today?  Ask learners to summarize the main points in the lesson

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:  use available materials in the environment to make artworks that look like the visual artworks studied;  ☐ discuss and compare their artworks with the visual artworks studied</p> <p>Assessment: let learners create artworks that express own views</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.2.1.2		
<b>Performance Indicator</b>	Learners can Roll smoothly in a backward direction (back roll).		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners demonstrate how to roll backwards. Learners in pair by supporting each other to bend backwards smoothly. Learners must be guided to avoid injuries. Those who can roll backwards on their own, should be granted the opportunity to demonstrate to their peers.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.1		
<b>Performance Indicator</b>	Learners can use strategies for identifying data in conversation and newspapers.		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss strategies, which can be used to identify data and information. Use different approaches to aid identify data in conversation and newspaper e.g. grouping students, role play etc.  Assessment: let learners identifying data in conversation and newspapers.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		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	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should find meanings of figurative expressions.</li> <li>• The learner should explain the meanings of unfamiliar words.</li> <li>• The learner should explain the meanings of figurative expressions</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a passage aloud.</li> <li>• Write the figurative expressions in the passage on the board.</li> <li>• Lead learners through discussions to find the meanings of the figurative expressions.</li> </ul> Assessment: Let learners find the meanings of more figurative expressions	What have we learnt today?  Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a song they know.</li> <li>• Read aloud a passage.</li> <li>• Read the passage again while learners repeat after you.</li> <li>• Let learners read the passage as a group and individually.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Let learners read a paragraph of the passage in turns.</li> <li>• Ask learners to mention unfamiliar words they see in the passage and write the words on the board.</li> <li>• Discuss the words with learners to get the meanings of the words.</li> <li>• Group learners and let them find the meanings of given unfamiliar words.</li> </ul> <p>Assessment: Let learners explain the meanings of unfamiliar words.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read aloud a passage.</li> <li>• Write the figurative expressions in the passage on the board.</li> <li>• Lead learners to read the figurative expressions as a group and individually.</li> <li>• Lead learners through discussion to find the meanings of the figurative expressions.</li> </ul> <p>Assessment: Let learners find the meanings of more figurative expressions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC FIVE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B5.1.6.3.2 B5.2.6.4.2. B5.3.2.1.4. B5.4.9.3.1 B5.5.4.1.1. B5.6.1.1.1
<b>Performance Indicator</b>	<p>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.</p> <p>B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns etc.)</p> <p>C. Learners can identify and use demonstratives: – this/that, these/those people</p> <p>D. Learners can review, and revise the draft by proposing grammar for improvement</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	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

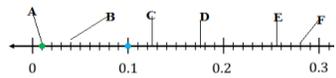
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		<p>class some experiences. e.g. The learner was late and had to help somebody on the way to school.</p> <ul style="list-style-type: none"> <li>• Have a pair of learner's converse on a given topic (e.g. a football match) as others watch.</li> <li>• Learners in pairs then converse, talking about different topics after the example presented.</li> <li>• Guide the use of appropriate vocabulary by showing vocabulary cards and indirectly dropping hints of a correct word.</li> <li>• 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.</li> </ul> <p>Learners demonstrate the use of this in pairs in front of the class.</p> <p>Assessment: let learners demonstrate turn taking in conversation in different topics</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Demonstrate the playful use of words (jokes, riddles etc.)</p> <ul style="list-style-type: none"> <li>• e.g. Riddle, riddle. I am something. I have four legs and a top. People write or eat on me. What am I?</li> <li>• Have learners use appropriate language in jokes, riddles etc.</li> <li>• Make them understand that these are ways in which language could also be used.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

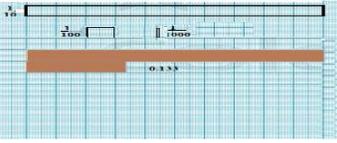
		Assessment: let learners apply the playful use of words in spoken and written language	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners identify demonstrations like this/that, these/those in context.</p> <ul style="list-style-type: none"> <li>• Guide learners with examples to write down the demonstratives.</li> </ul> <p>Assessment: let learners use demonstratives: – this/that, these/those people in sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> <li>• Guide learners with the questions below: <ul style="list-style-type: none"> <li>i. Are your ideas in order and easy to understand?</li> <li>ii. Are all the sentences talking about the main idea of the paragraph?</li> <li>iii. Are all the paragraphs talking about the topic?</li> </ul> </li> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to feel free to make as many changes as possible to improve their drafts.</li> </ul> <p>Assessment: let learners make a clean draft for publishing.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the simple past verbs to observe</p>	<p>What have we learnt today?</p>

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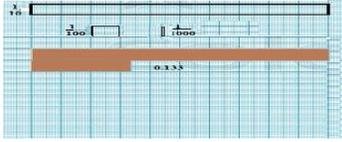
		<p>how they are used in sentences.</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners write their own story using the simple past.</li> <li>• Guide learners to do their own editing paying attention to the correct use of the simple past.</li> </ul> <p>Assessment: let learners differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.4.1.1 B51211		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Number 2. ALGEBRA		
<b>Sub strand</b>	Number: Fractions Patterns and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Use several pictorial representations or number line to introduce tenths and thousandths and ask pupils to identify the fractions (i.e. A, B, C, D, E, & F) 	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 the tenth to thousandth place value chart to illustrate how to write the fraction as a base ten number with the introduction of the decimal point "." after	Review the lesson with Learners  Assessment: have learners to practice with more examples

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	<p>3 - Turn around 4 - Follow me 5 - Fire</p>	<p>ones place in the place value chart</p> <table border="1" data-bbox="630 191 964 344"> <caption>Tenth to Thousandth Place Value Chart</caption> <thead> <tr> <th>Fraction</th> <th>1s</th> <th><math>\frac{1}{10}</math>'s</th> <th><math>\frac{1}{100}</math>'s</th> <th><math>\frac{1}{1000}</math>'s</th> </tr> </thead> <tbody> <tr> <td>A <math>\frac{1}{4} = \frac{25}{100}</math></td> <td>0</td> <td>.</td> <td>5</td> <td></td> </tr> <tr> <td>B <math>\frac{1}{8} = \frac{125}{1000}</math></td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> <tr> <td>C <math>\frac{2}{40}</math></td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> <tr> <td>D <math>\frac{3}{8}</math></td> <td>0</td> <td>.</td> <td></td> <td></td> </tr> </tbody> </table>	Fraction	1s	$\frac{1}{10}$ 's	$\frac{1}{100}$ 's	$\frac{1}{1000}$ 's	A $\frac{1}{4} = \frac{25}{100}$	0	.	5		B $\frac{1}{8} = \frac{125}{1000}$	0	.			C $\frac{2}{40}$	0	.			D $\frac{3}{8}$	0	.			
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B $\frac{1}{8} = \frac{125}{1000}$	0	.																										
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Wednesday	<p>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</p>	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and thousandths and write their decimal names; e.g. 38</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																									
Thursday	<p>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</p>	<p>Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and 1mm×10mm square represents 11000 units</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																									
Friday	<p>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</p>	<p>Ask pupils to use graph sheets to model the decimal number 0.133 by shading the graph sheet squares as shown in the figure, where 2cm×20cm square represents 110 units, 2cm×2cm square represents 1100 units, and 1mm×10mm square represents 11000 units</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																									

	5 - Fire	1mm×10mm square represents 11000 units	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.2.1.1		
<b>Performance Indicator</b>	Learners can relate the structure of the parts of a plant (leaves, stem, root, flower) to the functions they perform		
<b>Strand</b>	2: CYCLES		
<b>Sub strand</b>	2: LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Learners go on a nature walk to uproot young plants from school surroundings and bring them to class. • Learners, in groups, 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.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

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

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
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 station church, mosque  Assessment: Using landmarks, learners take turns in showing directions to places in the community	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 identify major land marks in the community e.g. the school, post office, police station church, mosque  Assessment: Learners sketch a map of the community indicating major landmarks	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 2.1.1.2		
<b>Performance Indicator</b>	Learners can explain the moral significance of religious songs and recitations		
<b>Strand</b>	2: Religious Practices and their Moral Implications		
<b>Sub strand</b>	1: Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners identify religious songs of the three major religions in Ghana. <ul style="list-style-type: none"> <li>• 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 daily lives.</li> <li>• Put learners into religious groups to take turns to perform various religious music and dance.</li> </ul> <p>Assessment: let learners explain the moral significance of religious songs and recitations</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5. 1.1.1.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ select an artwork of any of the artists studied in B5. 1.1.1.1.;</li> <li>☐ reflect on the theme or purpose of the work. For 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.</li> <li>☐ 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’</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>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;</p> <p>b) Materials: mixed media;</p> <p>c) Method: construction and assemblage (e.g. cutting, joining, twisting etc.);</p> <p>d) Display/Exhibition: installation by hanging on the wall or from the ceiling.</p> <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>• select an artwork of any of the artists studied in B5. 1.1.1.1.;</li> <li>• generate ideas for own artworks that will reflect the history and culture of the people of Ghana</li> </ul> <p>Assessment: let learners generate ideas by studying visual artworks created by selected Ghanaian visual artists</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.2.1.2		
<b>Performance Indicator</b>	Learners can identify some of the health facilities and housing projects in the colonial period.		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Social Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What 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.  Assessment: let learners identify some of the health facilities in the colonial period	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 health facilities and housing projects carried out during	

	<p>What health facilities were built during the colonial period? How important were these social services?</p>	<p>the colonial period e.g. the establishment of the Korle Bu hospital (1923), Kumasi hospital, and Takoradi hospital.</p> <p>2. Brainstorm the significance of these social services.</p> <p>3. Show pictures/documentaries of these facilities to highlight the social facilities during the era.</p> <p>Assessment: let learners identify some of the housing projects in the colonial period</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.3.1.3		
<b>Performance Indicator</b>	Learners can roll in a backward direction (back roll) emphasizing a rounded form.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm-up, guide learners to squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. Allow learner to progress at their own pace and always give support. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.1.1.1. B5.3.1.1.2.		
<b>Performance Indicator</b>	<p>. 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).</p> <p>. Learners can illustrate the use of Insert, Design and Layout.</p>		
<b>Strand</b>	3: WORD PROCESSING		
<b>Sub strand</b>	1: INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to use File menu, Insert, Design and Layout Ribbon.</p> <p>Guide the learners to create and format a document.</p> <p>Assessment: let learners illustrate the use of Insert, Design and Layout to format a document</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Learning Indicator (s) (Ref. No.)</b>		B5.2.5.1.2 Read stories aloud with correct pronunciation and tone B5.2.6.1.1 Explain the meaning of unfamiliar words in context B 5.2.6.1.2 Answer factual and inferential questions	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should read stories aloud with correct pronunciation and tone</li> <li>The learner should explain the meaning of unfamiliar words in context</li> <li>The learner should answer factual and inferential questions</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	Put learners in groups to read sample notices, texts and use sentence cards to help learners read paragraphs aloud with correct pronunciation and tone.  Assessment: let learners read stories aloud with correct pronunciation and tone	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Put learners in groups and read a passage aloud to them.</li> <li>Ask learners to read the passage on their own and recognise unfamiliar words.</li> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <li>• Let learners say the unfamiliar words and write them on the board.</li> <li>• Assist the learners to explain the meanings of the unfamiliar words from their context.</li> </ul> <p>Assessment: Let learners use some of the unfamiliar words to form sentences orally.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a passage aloud.</li> <li>• Allow learners to read the passage on their own.</li> <li>• Call learners to read a paragraph each of the passage aloud to the class.</li> </ul> <p>Assessment: Let the learners answer factual and inferential questions based on the passage</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK THREE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.6.3.2 B6.2.6.4.1 B6.3.5.1.1 B6.4.9.3.3 B6.5.4.1.2 B6.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can demonstrate turn taking in conversation on different topics and follow agreed-upon rules for conversation and express thoughts coherently</p> <p>B. Learners can recognise how words are formed through compounding</p> <p>C. Learners can use different types of verbs – Main verb and Helping verb</p> <p>D. Learners can publish writing piece for other peers to read and in the school magazine.</p> <p>E. Learners can explore the use of the simple past verb form and participle form</p> <p>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</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Through discussion, guide learners to identify	What have we learnt today?

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		<p>some current or recent events.</p> <ul style="list-style-type: none"> <li>• Choose one such event and engage in a model conversation with a learner earlier prepared.</li> <li>• Converse on a given topic with a learner as others watch.</li> <li>• Let learners, converse in pairs on different topics after the example.</li> </ul> <p>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.</p> <p>Assessment: let learners turn taking in conversation on different topics</p>	<p>Ask learners to summarize the main points in the lesson</p>
<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>B .READING</p> <p>Have learners refresh their knowledge on affixes – prefixes and suffixes – , acronyms and blending using examples.</p> <ul style="list-style-type: none"> <li>• Learners choose words with given affixes and use them appropriately in sentences.</li> <li>• Introduce compound words in context and have learners identify their components. E.g. breakfast = break, fast; classroom = class, room.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: Put learners into groups to build more compound words	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise verbs generally. Have learners identify verbs in sentences and use them in their own sentences. – Helping verb (primary auxiliary and modal auxiliary E.g. can might, would, ought, is, are, is, are, was, were).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them.</li> <li>• Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences.</li> </ul> <p>Assessment: let learners use different types of verbs – Main verb and Helping verb in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Revise writing as a process.</p> <ul style="list-style-type: none"> <li>• Have learners share their writing with their</li> </ul>	<p>What have we learnt today?</p>

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		<p>peers classmates and families.</p> <p>Encourage learners to type/copy neatly their writing and submit them for publication in the class magazine, school magazine/notice board.</p> <p>Other places to publish include The Junior Graphic or The Daily Graphic and other print media.</p> <p>Assessment: let learners publish writing piece for other peers to read and in the school magazine</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write a story. E.g. about what happened after school on Monday.</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</li> <li>• Assist those whose essays are only in the simple past to some in the past participle tense.</li> <li>• Learners rewrite their essays incorporating the corrections.</li> </ul> <p>Assessment: Have learners write on another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		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	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>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</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
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 (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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners write the Report on the findings of the Commission	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	Report on the findings of the Commission in the form of a paper or performance/poster/role play etc.  Assessment: let learners role-play Report on the findings of the Commission	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.3.1.1		
<b>Performance Indicator</b>	Learners can investigate various interactions in an ecosystem and the effect on humans		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Show learners pictures of different ecosystems. <ul style="list-style-type: none"> <li>Learners observe different ecosystems in the field such as a small bush or pond.</li> <li>Engage learners to brainstorm to come out with possible interactions that occur in the given ecosystem.</li> </ul> Assessment: let learners write interactions that occur in a given ecosystem.	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners work in groups to draw or design different ecosystems in the classroom.	What have we learnt today?

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		<ul style="list-style-type: none"><li>• Learners observe each of the ecosystems and identify some possible interactions that can take place within each ecosystem they have designed.</li><li>• Guide learners to discuss the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem.</li></ul> <p>Assessment: let learners write the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem.</p>	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.1 B6.1.3.1.2		
<b>Performance Indicator</b>	<p>A. Learners can Compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths</p> <p>B. Learners can Add and subtract unlike and mixed fractions</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them</p>	<p>Review the lesson with Learners</p>
Wednesday	<p>Sing songs like:</p>	<p>To add like mixed fractions that are larger than 1, i.e. <math>2 \frac{1}{3}</math> and <math>32 \frac{3}{3}</math></p>	

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	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>we write down the sum of the whole numbers and add the fractions; i.e. <math>2\frac{1}{3} + 2\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5\frac{(1+2)}{3} = 5\frac{3}{3} = 6</math></p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>To add like mixed fractions that are larger than 1, i.e. <math>2\frac{1}{3}</math> and <math>2\frac{2}{3}</math> we write down the sum of the whole numbers and add the fractions; i.e. <math>2\frac{1}{3} + 2\frac{2}{3} = 5 + \frac{1}{3} + \frac{2}{3} = 5\frac{(1+2)}{3} = 5\frac{3}{3} = 6</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>To subtract like-fractions that are larger than 1, i.e. <math>2\frac{1}{3}</math> and <math>2\frac{2}{3}</math>, we change the mixed fractions into improper fractions and subtract; i.e. <math>2\frac{1}{3} - 2\frac{2}{3} = \frac{11}{3} - \frac{7}{3} = \frac{(11-7)}{3} = \frac{4}{3} = 1\frac{1}{3}</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.2.2.2		
<b>Performance Indicator</b>	Learners can brainstorm and generate designs for creating own visual artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Thinking and Exploring Ideas		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world;</li> <li>☐ make analytical study (sketches) of the ideas, forms or structures that interest them;</li> <li>☐ develop images from the ideas, forms and structures studied;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>☑ make comprehensive (comp) sketches or final designs for reproduction in artworks;</p> <p>☑ present designs for peer review</p> <p>Assessment: let learners create own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>use the ideas or feedback from the peer review to improve upon the designs for reproduction;</p> <p>☑ 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;</p> <p>Assessment: let learners create own visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.1		
<b>Performance Indicator</b>	Learners can organize aerobic dance		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Organise aerobic dance with local or foreign music. Learners perform rhythmic exercises to develop and refine basic movements skills such as 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.	What have we learnt today? Use answers to summarise the lesson.

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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	COMPUTING
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B6.5.1.1.5 B6.5.1.1.6. B6.5.1.1.7.
<b>Performance Indicator</b>	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.
<b>Strand</b>	PROGRAMMING AND DATABASES
<b>Sub strand</b>	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES
<b>Teaching/ Learning Resources</b>	Laptop
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

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

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe internal migration in Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain migration as the movement of people from one place to another with the intention of settling there. 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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.1.3:		
<b>Performance Indicator</b>	Learners can discuss moral lessons from the festivals.		
<b>Strand</b>	God, His Creation and Attributes		
<b>Sub strand</b>	The Environment		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Help learners recall the importance of festivals.</p> <ul style="list-style-type: none"> <li>• Guide learners to discuss the moral lessons from festivals: - generosity, -</li> <li>• let learners dramatise activities within festivals to show how the moral lessons in festivals reflect in their lives.</li> </ul> <p>Assessment: let learners mention moral lessons from the festivals</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>	B6.2.6.1.1. Explain the meaning of unfamiliar words within their context. B6.2.6.1.2 Answer factual and inferential questions		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should explain the meaning of unfamiliar words within their context</li> <li>The learner should answer factual and inferential questions</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners text to read.</li> <li>Call learners in turns to read a paragraph each.</li> <li>Let learners recognise unfamiliar words from the passage.</li> <li>Write the words on the board and read out the words aloud.</li> <li>Let learners explain the meaning of unfamiliar words from their context.</li> <li>Call learners in turns to use the unfamiliar words to form sentences</li> </ul> <p>Assessment: let learners use the unfamiliar words to form sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	Engage learners to sing songs and recite familiar rhymes	<p>Give learners text to read.</p> <ul style="list-style-type: none"> <li>• Ask learners some factual questions and call learners to answer orally.</li> </ul> <p>Assessment: Let learners answer factual and inferential questions from a given text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Give learners text to read.</p> <ul style="list-style-type: none"> <li>• Ask learners some factual questions and call learners to answer orally.</li> </ul> <p>Assessment: Let learners answer factual and inferential questions from a given text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **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.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CONTENT STANDARD:</b> K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		<b>INDICATORS:</b> K1.3.3.1 K1.3.3.1.2  <b>PERFORMANCE INDICATOR:</b> <ul style="list-style-type: none"> <li>• Learners can recite rhymes and talk about religious values and how to show it</li> <li>• Learners can handle books correctly and with care.</li> </ul>
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Using poster and/or pictures, introduce the theme and let learners recite common rhymes and sing song that depict religious values.  As whole class discuss the common moral values and virtues that the three major religious groups preach. E.g. love, forgiveness, living at peace with people, behave appropriately towards other people.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>Have cut out pictures of some of the values with their labels written under them “pick and act” activity.</p> <p>Assessment: In small groups, have each group pick one of the cut-out pictures and dramatize the religious and/or moral values they picked.</p> <p>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.</p> <p>Have learners take turns to do “Pretend reading” using the appropriate book handling skills.</p> <p>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.</p> <p>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.</p> <p>Assessment: let learners identify and describe 2/3 D shapes</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<p><b>DATE:</b></p> <p><b>DAY:</b> Tuesday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> VALUES AND BELIEFS</p> <p><b>SUB STRAND:</b> OUR RELIGIOUS VALUES</p>	
<p><b>CONTENT STANDARD:</b> K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim</p>	<p><b>INDICATORS:</b> K1.3.3.1.3</p> <p><b>PERFORMANCE INDICATOR:</b> 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.</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<p><b>PHASE/DURATION</b></p>	<p><b>LEARNERS ACTIVITIES</b></p>	<p><b>RESOURCES</b></p>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Using a Big book, have interactive read aloud with learners and assist them identify and tell the religious and moral values in the text.</p> <p>Use visual information to assist the explanation of the keywords before the interactive reading is done.</p> <p>Have learners use some of the unfamiliar words learnt to make simple sentences.</p> <p>After the reading, have learners relate the content of the book with their experiences.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>CONTENT STANDARD:</b> K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		<b>INDICATORS:</b> K1.3.3.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can stretch and count the number of sounds in a word and blend them together.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Teacher holds a rubber band and model how to stretch examples of moral words while pronunciation so as to identify all the sound.  List the words on the board or on cut out papers.  As learners practice the select words, write the sounds identified on the board.  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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		<b>INDICATORS:</b> K1.3.3.1.5:
		<b>PERFORMANCE INDICATOR:</b> Learners can write letters legibly and boldly
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Go through prewriting exercise as in the previous writing exemplars.  Write two words depicting moral values on the board. Have learners tell situations/occasion when the values are used.  Help learners use the words to make simple sentences.  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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR RELIGIOUS VALUES	
<b>CONTENT STANDARD:</b> K1.3.3.1 Demonstrate understanding of the religious and moral values and virtues we need to exhibit as good Christians and Muslim		<b>INDICATORS:</b> K1.3.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can write numeral 1 to 5 and represent them with different objects in the church, number of letters in a word etc	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>		Write selected words on the board. Have learners count number of letters in words.  Have learners make simple sentences with the words in sentences.  Using number cards, have learners identify words that have the same letters as the number card shown.  Repeat the activity and then have match the words with the appropriate number.  Have individual learner identify the numbers on cards and match it with correct numerals on another card.  Have learners form patterns with the shapes representing the letters in words	
		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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

**TERM TWO**  
**KG 2**  
**WEEK THREE**

## WEEKLY LESSON PLAN FOR KG 2- WEEK FOUR

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.	<b>INDICATORS:</b> K2.3.2.1.1 K2.3.3.1.2	
	<b>PERFORMANCE INDICATOR:</b>  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.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i>  <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.  Display a conversational poster related to the theme, have learners observe the pictures and share their thoughts freely about good behaviours and acceptable practices that we should exhibit as Ghanaian learners.	Poster/ cut out picture   Cut out shapes, big books, counters, crayons

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	<p>Put learners in small groups and have them dramatize appropriate behaviour in society. E.g. greeting when you meet someone.</p> <p>Showing hospitality to foreigners and using please when requesting for assistance.</p> <p>Have learners predict what the story will be using the cover picture and title of the big book.</p> <p>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).</p> <p>Assessment: Learners answer the story map questions.</p> <p>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?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.3
		<b>PERFORMANCE INDICATOR:</b>  Learners can use new vocabulary acquired to create their own drama on how to show themselves as patriotic citizens of their country.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Discuss what it means to be a good citizen and list civic values that patriotic citizen exhibit.  ☐ Guide learners to use the words acquired to create short drama.  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.  ☐ 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.4
		<b>PERFORMANCE INDICATOR:</b>  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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners 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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Thursday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : VALUES AND BELIEFS  <b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES	
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.5	
		<b>PERFORMANCE INDICATOR:</b>  Learners can recognize and talk about some national art works of our country.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Take learners outside to observe the national flag of Ghana.  ☐ Let learners draw and colour or paint the flag of Ghana.  Assessment: Let learners draw and colour or paint the flag of Ghana	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i>  <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

<b>DATE:</b>		<b>STRAND:</b> : VALUES AND BELIEFS
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 2		<b>SUB STRAND:</b> MY NATIONAL AND CIVIC VALUES
<b>CONTENT STANDARD:</b> K2.3.3.1 Demonstrate understanding of the values and virtues we need to exhibit as Ghanaian learners.		<b>INDICATORS:</b> K2.3.3.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can Recognize and describe some simple repeating nonnumerical patterns (up to a repetition of 3, 1, 2 pattern).
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Guide learners to identify the numbers on cards, arrange them and let them continue the pattern you started. E.g. 1,3 5, 7...  Assessment: let learners identify patterns and arrange numeral cards in a particular order and read.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO**  
**BASIC ONE**  
**WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.6.2.1 B1.2.6.1.1 B1.4.4.1.1. B1.5.4.1.3 B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can engage in collaborative conversation Learners can read level-appropriate sight words and use many of them in meaningful sentences Learners can draw simple pictures of peers or various objects and use invented spelling to write about oneself Learners can use the present tense continuous form of verbs Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Let learners, working in groups, talk about some common places in the school (e.g. canteen, head teacher’s office, library, etc.). • Lead learners, with questions, to talk about	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>the places and their importance.</p> <ul style="list-style-type: none"> <li>• Let learners identify the importance of the places listed above.</li> </ul> <p>Assessment: let learners engage in conversations on specific topics.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Introduce the appropriate sight words beginning with the commonest. Write them on the board, e.g. chair, table, child, etc.</li> <li>• Use the word “tree” to teach the sight words.</li> <li>• Have learners repeat the words aloud.</li> </ul> <p>Have learners use the sight words in meaningful sentences.</p> <ul style="list-style-type: none"> <li>• Tell a story and have learners identify sight words in the story.</li> <li>• Have learners use the sight words in meaningful sentences, e.g. determiners - the: The boy is my friend.</li> </ul> <p>Assessment: let learners read level-appropriate sight words and use many of them in meaningful sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have each learner choose and draw a peer and write a line or two about that person.</p> <ul style="list-style-type: none"> <li>• Assist learners with spelling where necessary.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Have learners share their work with their partners.</li> </ul> <p>Assessment: let learners , let learners draw pictures of themselves and write a sentence or two about the pictures.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners to use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.3.1		
<b>Performance Indicator</b>	Learners can use strategies for solving basic addition facts (and related subtraction fact) to 10		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	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

			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.	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
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

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2. 2.1.1		
<b>Performance Indicator</b>	Learners can examine the structure of plants		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Assist learners to uproot young plants from the school environment and bring them to class <ul style="list-style-type: none"> <li>• Learners examine the external parts of the plants (using hand lens if available),</li> <li>• Draw the external parts and display drawings for discussion.</li> </ul> <p>Assessment: let learners describe the external parts of the plants</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Create weed albums using leaves of different plants.  Assessment: let learners create weed albums using leaves of different plants	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.1:		
<b>Performance Indicator</b>	Learners can name the three main types of worship in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners role play the act of worship in the three main religions in Ghana  Assessment: let learners name the three main types of worship in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes 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

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.2		
<b>Performance Indicator</b>	Learners can Demonstrate a smooth transition between even-beat and uneven-beat locomotor skills in response to music or an external beat		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After warm ups, demonstrate walking to an even beat such as clapping, music (one-two, onetwo.,etc.) and smooth transition to running when 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 with cool down activities.	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B1.3.2.1.1.	
<b>Performance Indicator</b>		Learners can describe religious festivals in Ghana	
<b>Strand</b>		OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Festivals	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention 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 Afahyε, etc.  Assessment: let learners mention festivals celebrated in the three 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 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

		Assessment: let learners describe religious festivals in Ghana	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.2.2.2		
<b>Performance Indicator</b>	Learners can develop ideas for making own artworks that express own understanding of performing artworks produced or performed in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ develop ideas on the nature of performing artworks (music, dance and drama) produced or performed in the local community</li> <li>☐ make decisions on instruments, resources and techniques that are suitable for making these performing artworks</li> </ul> Assessment: let learners give ideas for making own artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: plan how the choice performing artworks will be made to express the history and culture or way	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>of life of people in the local community.</p> <p>☑ Record ideas to define the choice of artworks they have in mind</p> <p>Assessment: let learners give ideas for making own artworks</p>	
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<b>Learning Indicator (s) (Ref. No.)</b>	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 rhyming words in poems		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should segment syllables and words into sounds and words.</li> <li>The learner should listen and say and read words with identical sounds from list of words.</li> <li>The learner should listen, say and recognise rhyming words in poems</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise sounds and syllables with learners.</li> <li>Write some words on the board and lead learners to segment the words into syllables and sounds.</li> <li>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/</li> </ul> <p>Assessment: let learners segment syllables and words into sounds and words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write words with identical sounds on a flashcard.</li> </ul>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"> <li>• Mention the words for learners to listen.</li> <li>• Lead learners to say words with identical sounds from the list of words one by one.</li> <li>• Allow learners to write two words with identical sounds and read to the class.</li> <li>• Play an audio with identical words in them and talk about the words in the audio.</li> <li>• Write words with identical sounds on a flashcard/board.</li> <li>• Read the words for learners to listen.</li> </ul> <p>Assessment: let learners read words with identical sounds from the list of words one by one</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Explore a poem.</li> <li>• Invite a resource person explore a poem to learners.</li> <li>• Learners to listen and say rhyming words in the poems.</li> <li>• Write the identified rhyming words on the board.</li> <li>• Explain some of the rhyming words.</li> </ul> <p>Assessment: let learners identify and say rhyming words in poems</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC TWO**  
**WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B2.1.6.1.4. B2.2.6.1.4 . B2.4.5.1.2 B2.5.5.1.1. B2.6.1.1.1	
<b>Performance Indicator</b>		Learners can use a wide variety of words to talk about manners Learners can use dictionaries and glossaries to clarify meaning of words 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 Learners can read a variety of age and level-appropriate books and texts from print and non-print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Ask learners to Use a wide variety of words to talk about manners  Assessment: let learners use a wide variety of words to talk about manners	What have we learnt today?  Ask learners to summarize the main points in the lesson

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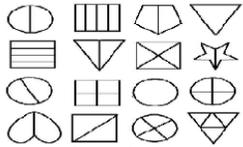
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Have learners use guide words to find meaning of words used.</p> <ul style="list-style-type: none"> <li>• Have learners practise in pairs</li> </ul> <p>Assessment: let learners use dictionaries and glossaries to clarify meaning of words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Take learners out on a field-trip outside the school to observe things.</p> <ul style="list-style-type: none"> <li>• Discuss the trip and write their observations in simple sentences on the board. e.g. i. There is a blue house near the school.</li> </ul> <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners use simple sentences to describe the weather and show quantity and</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		position or order of people and things	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		CREATIVE ARTS	
<b>Reference</b>		Creative Arts curriculum	
<b>Learning Indicator(s)</b>		B2 2.2.2.2	
<b>Performance Indicator</b>		Learners can make decisions to create own artworks from imagination based on performing artworks produced or performed in other communities in Ghana	
<b>Strand</b>		PERFORMING ARTS	
<b>Sub strand</b>		Planning, Making and Composing	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to <ul style="list-style-type: none"> <li>☐ experiment with carefully selected instruments, resources and techniques to learn about their use for composing and performing music, dance and drama;</li> </ul> Assessment: let learners make decisions to create own artworks from imagination	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 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	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.1		
<b>Performance Indicator</b>	Learners can understand the fraction one-half and one-quarter as the quantity obtained by taking 1 part when a whole is partitioned into two or four equal parts		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.1.1		
<b>Performance Indicator</b>	Learners can identify the sun as the main source of light and warmth on earth		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	SOLAR SYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Engage learners with these questions: What does the sun look like? Where is the sun located? Do you feel warmer or colder when the sun is 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	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm on how life without the sun will be.	What have we learnt today?

		Assessment: let learners draw a picture of the sun and colour it.	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2 2.1.1.2:		
<b>Performance Indicator</b>	Learners can sing and recite simple texts from the three main religions in Ghana.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners sing or recite some simple verses from the Bible or Quran and some sayings from the oral tradition. - The Lord's Prayer (Christian) - Al-Fātihah (Islam) - Traditional prayer (ATR)</li> </ul> <p>Assessment: let learners write simple texts from the religious songs and recitations</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district  Assessment: let learners narrate the history of any historical location in your community or district	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	Interact with knowledgeable persons/ opinion leaders/ chiefs/ resource persons to tell the history of any historical location in your community or district	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners narrate the history of any historical location in your community or district	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.2:		
<b>Performance Indicator</b>	Learners can transfer weight from feet to hands and from hands to feet, landing with control		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners stand shoulder width apart. Let them transfer weight from the feet to the hands sideways by bending the trunk laterally and placing the 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 feet and back to standing position with control (cartwheel). Learners practice with support and feedback. Allow learners to progress at their own	What have we learnt today?  Use answers to summarise the lesson.

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		pace. End lesson with cool-down	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.1.1.1		
<b>Performance Indicator</b>	Learners can explain the importance of worship		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play demonstrate/talk about the importance of worship at home, school, church/mosque/shrine  Assessment: let learners explain the importance of worship	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 write simple texts from the religious songs and recitations.  Learner's role play or talk about the importance of religious tolerance, e.g. peaceful coexistence, love, humility, sharing, caring, respect, unity.  Assessment: let learners role play the importance of religious tolerance	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Learning Indicator (s) (Ref. No.)</b>		B2.2.4.2.3 Recognise diagraphs from letters of the alphabet B2.2.4.2.4 Read three-syllable words.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should recognise diagraphs from letters of the alphabet</li> <li>The learner should read three-syllable words.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners explore a poem.</li> <li>Write some diagraphs and the letters of the alphabet on the board.</li> <li>Let learners say the letters of the alphabet.</li> <li>Assist learners to recognise diagraphs from the letters of the alphabet.</li> </ul> <p>Assessment: let learners identify diagraphs from letters of the alphabet</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners say the letters of the alphabet as a group and individually.</li> <li>Write some three-syllable words on the board and lead learners to read them.</li> <li>Call learners one by one to read the words.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners read three-syllable words.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet as a group and individually.</li> <li>• Write some three-syllable words on the board and lead learners to read them.</li> <li>• Call learners one by one to read the words.</li> </ul> <p>Assessment: let learners read three-syllable words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC THREE  
WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC THREE

Name of School.....

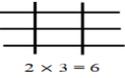
<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.2.1. B3.2.6.1.2. B3.4.9.1.1 B3.5.4.1.2 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn-taking in conversation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

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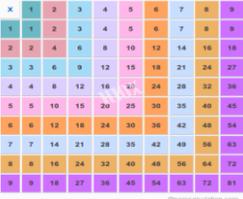
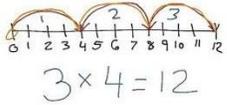
		<ul style="list-style-type: none"> <li>• Let learners give scenarios from the identified topics.</li> <li>• Let learners demonstrate taking turns in conversations.</li> <li>• Guide appropriate language use in conversation</li> </ul> <p>Assessment: let learners demonstrate turn-taking in conversation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

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

		level-appropriate books and summarise them	
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Week Ending			
Class	Three		
Subject	MATHEMATICS		
Reference	Mathematics curriculum Page		
Learning Indicator(s)	B3.1.2.5.2		
Performance Indicator	Learners can Represent and explain multiplication using rectangular arrays		
Strand	NUMBER		
Sub strand	Number Operations		
Teaching/ Learning Resources	Counters		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To find <math>2 \times 3 = ?</math></p> <p>Learners arrange 2 straws vertically (legs) and put across it with 3 horizontal ones (arms). Learners count the number of intersections.</p>  <p>Learners model different multiplication sentences. Learners mention the number of dots (intersections) for other learners to model fence. Note: Alternatively, learners may draw vertical lines to represent the legs and horizontal lines across them to represent the arms and then count the number of intersections as the product</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Develop and build the multiplication chart (up to 9 x 9) and have learners practice reading the chart</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																										
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Learners should also be encouraged to model multiplication on the number line</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																										
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Draw a 6 by 6- multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a pair of dice and mark (or cover) the product made in a throw with his/her marker (or counter).</p>  <table border="1" data-bbox="639 1577 915 1703"> <thead> <tr> <th colspan="6">3-in-a-line products</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>2</td><td>4</td><td>6</td><td>8</td><td>10</td><td>12</td></tr> <tr><td>3</td><td>6</td><td>9</td><td>12</td><td>15</td><td>18</td></tr> <tr><td>4</td><td>8</td><td>12</td><td>16</td><td>20</td><td>24</td></tr> <tr><td>5</td><td>10</td><td>15</td><td>20</td><td>25</td><td>30</td></tr> <tr><td>6</td><td>12</td><td>18</td><td>24</td><td>30</td><td>36</td></tr> </tbody> </table> <p style="text-align: center;">Game Board</p>	3-in-a-line products						1	2	3	4	5	6	2	4	6	8	10	12	3	6	9	12	15	18	4	8	12	16	20	24	5	10	15	20	25	30	6	12	18	24	30	36	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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6	12	18	24	30	36																																								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Learners find doubles of given numbers and skip count in 3, 4, and 5.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																										

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

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

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

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

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

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

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

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

<b>Learning Indicator (s) (Ref. No.)</b>		B3.2.4.2.1 Listen and say words with identical sounds from poems B3.2.4.2.2 Read poems and recognise rhyming words	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should listen and say words with identical sounds from poems</li> <li>The learner should read poems and recognise rhyming words</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners explore a rhyme they know.</li> <li>Read poems to learners.</li> <li>Ask learners to listen attentively and pick words with identical sounds.</li> <li>Let learners say the words with identical sounds from the poem.</li> <li>Let learners use the words to form their own sentences.</li> </ul> <p>Assessment: let learners say words with identical sounds from poems</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners explore a rhyme they know.</li> <li>Read or play a poem to learners.</li> <li>Lead learners through discussions to recognise</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

**TERM TWO**  
**BASIC FOUR**  
**WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

BASIC FOUR

Name of School.....

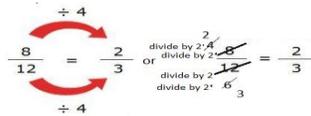
<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.7.1.1	B4.2.6.4.1	B4.3.4.1.1.
	B4.4.9.3.1.	B4.5.4.1.3	B4.6.1.1.1.
<b>Performance Indicator</b>	<p>A. Learners can construct meaning from texts based on knowledge of stress, rhythm and intonation</p> <p>B. Learners can expand vocabulary stock through affixation</p> <p>C. Learners can use adjectives to make comparison</p> <p>D. Learners CAN review and revise the one-paragraph draft taking out irrelevant details</p> <p>E. Learners can use the present perfect form of verbs to relate past events to the present</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use various types of sentences/utterances to model stress and intonation as well as rhythm. You may also	What have we learnt today?  Ask learners to summarize the main points in the lesson

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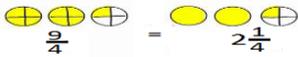
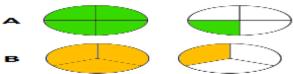
		<p>read out extracts from stories and poems.</p> <ul style="list-style-type: none"> <li>• Ask learners to sing familiar songs clapping and tapping to the rhythm. Through discussion, introduce learners to stress, rhythm and intonation.</li> <li>• In turns, learners use stress, rhythm and intonation that convey meaning in making statements and asking questions.</li> </ul> <p>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.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>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</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>game, the child with the largest number of cards wins the game.</p> <ul style="list-style-type: none"> <li>• Learners may also work in groups to derive words using given prefixes and suffixes and using them in sentences.</li> </ul> <p>Assessment: let learners play games, e.g. Affixes Game.</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise adjectives. Have learners identify adjectives in sentences and use them in sentences of their own.</p> <ul style="list-style-type: none"> <li>• Introduce regular adjective forms: - Regular adjectives form their imperative by adding er</li> <li>• Assist learners with examples to use comparative adjectives appropriately.</li> <li>• Learners form sentences with the comparative forms of adjectives</li> </ul> <p>Assessment: let learners use adjectives to make comparison</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have pupils revise their first draft</p> <p>Encourage learners to make as many changes as necessary to improve their work.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners review and revise the one-paragraph draft taking out irrelevant details</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Let two pairs come together to form bigger groups to edit their work one after the other.</p> <ul style="list-style-type: none"> <li>• Pairs of learners read their work to the class for discussion</li> </ul> <p>Assessment: let learners E use the present perfect form of verbs to relate past events to the present</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.3                      B4.1.3.1.4		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Number		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Find the simplest form of a given fraction, divide through by the highest common factor  	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.	To find the simplest form of a given fraction, express the numerator and denominators as factors and divide through by common factors.  $\frac{8}{12} = \frac{\cancel{2} \times \cancel{2} \times 2}{\cancel{2} \times \cancel{2} \times 3} = \frac{2}{3}$	Review the lesson with Learners  Assessment: have learners to practice with more examples

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use several pictorial representations (or card cut outs) to introduce improper fractions (i.e. where the fraction is bigger than 1 or the numerator is larger than the denominator). Examples are <math>\frac{9}{4}</math> and <math>\frac{7}{6}</math> (i.e. nine-fourths and seven-sixths) and show how they are expressed as mixed fractions (i.e. <math>2\frac{1}{4}</math> and <math>1\frac{1}{6}</math>). Ask pupils to change given improper fractions to mixed fractions</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Ask pupils to express given coloured mixed fractions as improper fractions or draw and colour given improper fraction (e.g. seven-fourths, eleven-eighths, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use number line to present more mixed fractions for pupils to identify and state their improper fractions</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.1.1.1		
<b>Performance Indicator</b>	Learners can know the organs of the digestive system and their functions		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Show videos, pictures and models of the digestive system. <ul style="list-style-type: none"> <li>Learners keenly observe the organs of the digestive system.</li> <li>Explain to learners the functions of the various organs in the digestive system.</li> <li>Learners draw a diagram of the digestive system and cut out the various parts of the system into flash cards</li> </ul> <p>Assessment: let learners identify the organs of the digestive system and their functions</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners randomly pick the parts of the digestive system on flashcards.</p> <ul style="list-style-type: none"><li>• Learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system.</li></ul> <p>Engage learners in an activity to role-play the various parts of the digestive system and their functions, with the aid of flashcards.</p> <p>Assessment: let learners build the digestive system by arranging the parts in an orderly manner as they appear in the digestive system.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.3.1.1.		
<b>Performance Indicator</b>	Learners can draw a sketch map the school environment		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Map Making and Land Marks		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify the key features of the school environment e.g. classroom blocks, canteen, library, playground, computer laboratory  Assessment: let learners identify the key features of the school environment	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 draw a sketch map of the school and indicate key features on it  Assessment: let learners draw a sketch map the school environment and indicate key features on it	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4 2.1.1.3		
<b>Performance Indicator</b>	Learners can differentiate between religious and non-religious songs.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship, Prayer and other Religious Practices		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let groups list titles of religious and irreligious songs. • Let learners sing some religious and irreligious songs  Assessment: let learners differentiate between religious and non-religious songs	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify the role played by some traditional rulers in the national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	SOME SELECTED INDIVIDUALS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are considered significant in Ghana's history. Dode Akaibi of Accra, Ndewura 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?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Name some traditional chiefs and queen-mothers from the major ethnic groups and state the reasons why they are	What have we learnt today?

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		<p>considered significant in Ghana's history. Dode Akaibi of Accra, Ndwura Jakpa of Gonja, Osei Tutu I of Asante, Gbewaa of Pusiga , Nana Kobina Nketsia I of Esikado etc</p> <p>Assessment: let learners identify the role played by some traditional rulers in the national development</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 2.2.2.2.		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ explore the local surroundings to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poems, etc.; ☐ 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;	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		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.  Assessment: let learners create performing artworks based on own views	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.2.		
<b>Performance Indicator</b>	Learners can use strategies for classifying data into information (i.e. sorting and classifying)		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify and record data in the different forms (e.g. age, shoe size, etc.) Assist learners to extract and classify the relevant data into information  Assessment: let learners use strategies for classifying data into information (i.e. sorting and classifying)	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B4.2.6.1.3 Answer factual questions. B4.2.7.1.1. Explain the meanings of unfamiliar words in a text. B4.2.7.1.2 Explain the meanings of figurative expressions in a text.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should answer factual questions.</li> <li>The learner should explain the meanings of unfamiliar words in a text.</li> <li>The learner should explain the meanings of figurative expressions in a text.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners read the passage again in turns.</li> <li>Call a learner to ask a question based on the passage read for the other learners to answer.</li> <li>Ask questions for learners to answer.</li> </ul> <p>Assessment: let learners answer factual questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Lead learners to sing a song.</li> <li>Read a passage silently.</li> <li>Ask learners to recognise and write unfamiliar words down.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Let learners mention the words to the class.</li> <li>• Write the words on the board and group learners to find the meanings of the given words.</li> <li>• In groups, let the learners explain the meanings of the unfamiliar words in a text among themselves.</li> </ul> <p>Assessment: let learners explain the meanings of unfamiliar words in a text.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a passage.</li> <li>• Write the figurative expressions in the passage on the board.</li> <li>• Lead learners to read the figurative expressions as a group and individually.</li> <li>• Lead learners through discussion to find the meanings of the figurative expressions.</li> <li>• Let learners find the meanings of more figurative expressions.</li> </ul> <p>Assessment: let learners explain the meanings of figurative expressions in a text</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **TERM TWO BASIC FIVE WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

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BASIC FIVE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B5.1.6.3.3. B5.2.6.4.3 B5.3.2.1.4. B5.4.9.3.2 B5.5.4.1.1. B5.6.1.1.1
<b>Performance Indicator</b>	<p>A. Learners can respond to questions to give further clarification of an opinion</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts (expository/explanatory, persuasive language, argumentative), medium (spoken/written), register (formal/informal) etc</p> <p>C. Learners can identify and use demonstratives: – this/that, these/those people</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage of punctuation and spelling</p> <p>E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Revise the activity on the talk show. Learners give examples of some vocabulary learnt.	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Together with learners, choose a topic and initiate a conversation. Encourage learners to ask questions for clarification, and use appropriate expressions.</li> <li>• Put pupils into groups. Have each group choose a theme and initiate a conversation on their theme. Have the others listen and ask questions.</li> <li>• Have the group respond to the questions to give further clarifications</li> </ul> <p>Assessment: let learners respond to questions to give further clarification of an opinion</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Demonstrate the use of the key elements in writing. E.g. purpose, audience, setting, characters etc.</p> <ul style="list-style-type: none"> <li>• Have learners to role-play a simple story to bring out the importance of these elements and their usage.</li> </ul> <p>Assessment: let learners identify the importance of the elements in writing.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Have learners identify demonstrations like this/that, these/those in context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Guide learners with examples to write down the demonstratives.</li> </ul> <p>Assessment: let learners use demonstratives: – this/that, these/those to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>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.</p> <p>Tips for learners</p> <ol style="list-style-type: none"> <li>Do my sentences have proper punctuation? E.g. full stop, question mark, exclamation mark.</li> <li>Have I used commas correctly?</li> <li>Do my sentences start with capital letters?</li> <li>Have I capitalised proper nouns? <ul style="list-style-type: none"> <li>• Have learners do peer editing.</li> <li>• Have them prepare neat final copies.</li> <li>• Guide them to proofread the final copies before publishing</li> </ul> </li> </ol> <p>Assessment: let learners edit/proofread draft, checking capitalisation, usage of punctuation and spelling</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Distribute a sample story and let learners identify the present perfect tense</p>	<p>What have we learnt today?</p>

		<p>to observe how they are used in sentences.</p> <ul style="list-style-type: none"> <li>• Working in pairs, learners write their own story using the present perfect tense</li> <li>• Guide learners to do their own editing paying attention to the correct use of the present perfect tense</li> <li>• Guide learners to identify uses of the present perfect tense.</li> <li>• Have learners compare how the simple past and the present perfect tense forms are different</li> </ul> <p>Assessment: let learners differentiate between how the simple past and the present perfect tense forms are used in speech and in writing</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul>	<p>Have learners to tell what they read to the whole class</p>

		Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read	
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum	Page
<b>Learning Indicator(s)</b>		B51412	B51413
<b>Performance Indicator</b>		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	
<b>Strand</b>		Number	
<b>Sub strand</b>		Number: Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order 0.758, 58 and 73%; we have $\rightarrow 58 = 6251000 =$ $62.5\%$ , $0.758 = 7581000 =$ $75.8\%$ , and $73\% = 73100 = 0.73$ , Hence the order from least to the largest is 58, 73% and 0.758	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.	To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them	Review the lesson with Learners

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			Assessment: have learners to practice with more examples																								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark.</p> <p>Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use a table with several decimals fractions and explain the rule for of rounding decimals. Give pupils a table of decimal fractions to round to</p> <table border="1" data-bbox="592 1081 1006 1417"> <thead> <tr> <th></th> <th>Fraction</th> <th>Round to Nearest</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0.38</td> <td>1/10</td> <td>0.4</td> </tr> <tr> <td>B</td> <td>4.085</td> <td>1/10</td> <td></td> </tr> <tr> <td>C</td> <td>56.584</td> <td>1/100</td> <td></td> </tr> <tr> <td>D</td> <td>18.096</td> <td>1/100</td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>the nearest tenths or hundredths</p>		Fraction	Round to Nearest	Result	A	0.38	1/10	0.4	B	4.085	1/10		C	56.584	1/100		D	18.096	1/100		E				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
	Fraction	Round to Nearest	Result																								
A	0.38	1/10	0.4																								
B	4.085	1/10																									
C	56.584	1/100																									
D	18.096	1/100																									
E																											
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p>	<p>Ask students to change fractions to decimal writing their results to the nearest tenths or hundredths.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								

4 - Follow me 5 - Fire		Fraction	Round to Nearest	Result
	A	0.38	1/10	0.4
	B	4.085	1/10	
	C	56.584	1/100	
	D	18.096	1/100	
	E			

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.2. 2.1.2		
<b>Performance Indicator</b>	Learners can compare the differences in germination of bean and maize seeds		
<b>Strand</b>	2: CYCLES		
<b>Sub strand</b>	2: LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Communication and Collaboration, Critical Thinking and Problem-Solving			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Learners are assisted to review their previous knowledge on seed germination	Learners are assisted to plant the bean and maize seeds using transparent containers and soil. <ul style="list-style-type: none"> <li>Learners are guided to observe <ol style="list-style-type: none"> <li>(1) the dry seed</li> <li>(2) when it absorbs water and swells</li> <li>(3) rupturing of the seed coat</li> <li>(4) sprouting of the root</li> <li>(5) sprouting of the stem and seed leaves</li> <li>(6) the elongation of the root and stem.</li> </ol> </li> </ul> <p>Assessment: let learners compare the differences in germination of bean and maize seeds</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners find out where the seed leaves (cotyledons) remain, inside the soil or above the soil.</li> <li>• NB: This activity will take some days.</li> </ul> <p>Assessment: let learners find out where the seed leaves (cotyledons) remain</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	OUR WORLD OUR PEOPLE
<b>Reference</b>	Our World Our People curriculum Page
<b>Learning Indicator(s)</b>	B5.2.4.1.1
<b>Performance Indicator</b>	Learners can explain the features of rural settlements
<b>Strand</b>	ALL AROUND US
<b>Sub strand</b>	Population and Settlement
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>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 is large market.</p> <p>Learners in groups talk about the main activities 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</p> <p>Assessment: let learners explain the features of rural settlements</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	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 is large market.  Assessment: let learners draw a rural and urban settlements, showing some features.	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 2.1.1.2		
<b>Performance Indicator</b>	Learners can explain the moral significance of religious songs and recitations		
<b>Strand</b>	2: Religious Practices and their Moral Implications		
<b>Sub strand</b>	1: Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners, 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

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.3.2.1		
<b>Performance Indicator</b>	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Economic Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What were these economic development under colonial rule?	Identify the economic policies and projects during the colonial era.  Assessment: let learners identify the economic policies and projects during the colonial era.	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  What were these economic development under colonial rule?	Identify the economic policies and projects during the colonial era.  Assessment: let learners identify the economic policies and projects during the colonial era.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 2.2.2.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	2: Performing Arts		
<b>Sub strand</b>	2: Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc.;</li> <li>☐ 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;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners create own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• discuss and share their experiences through peer review</li> </ul> <p>Assessment: let learners create own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.2.1		
<b>Performance Indicator</b>	Learners can describe ways to create more space between an offensive player and a defensive player.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain with examples the need for players to create space for themselves in order to have enough room to operate. Adequate space enables learners to perform better. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.3.1. B5.5.1.3.2. B5.5.1.3.3.		
<b>Performance Indicator</b>	Learners can describe databases Learners can discuss the importance and uses of database. Learners can describe the types of database.		
<b>Strand</b>	5: PROGRAMMING AND DATABASES		
<b>Sub strand</b>	1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify the features of a database and the types of databases that exist. Ask learners to 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 types of database	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe the types of database	
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<b>Learning Indicator (s) (Ref. No.)</b>		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 answer questions on the passage.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should explain the meaning of unfamiliar words in a text.</li> <li>The learner should explain the meaning of figurative expression in a text and answer questions on the passage.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Read a passage of about four paragraphs aloud in class.</li> <li>Let learners read the passage silently for a few minutes.</li> <li>Assist the learners to explain the meanings of unfamiliar words in the text</li> </ul> <p>Assessment: let learners explain the meaning of unfamiliar words in a text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a passage consisting of more than five paragraphs aloud.</li> <li>• Ask learners to read and recognise some figurative expressions from the passage.</li> <li>• Point out to learners some of the figurative expressions in the passage that you read to them.</li> <li>• Guide the learners to explain meanings of figurative expressions in a text.</li> </ul> <p>Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Allow learners to read a paragraph each.</li> <li>• In groups, let learners read the passage and tell what understanding learners get.</li> <li>• Guide the learners to answer questions based on the passage.</li> </ul> <p>Assessment: let learners explain the meaning of figurative expression in a text and answer questions on the passage.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **TERM TWO BASIC SIX WEEK FOUR**

WEEKLY SCHEME OF LEARNING- WEEK FOUR

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BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can ask and answer questions about key details on topics under discussion.</p> <p>B. Learners can recognise the playful use of words in spoken and written language (jokes, riddles, puns)</p> <p>C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns</p> <p>D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement.</p> <p>E. Learners can explore the use of the simple past verb form and participle form</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Put learners into groups to discuss topics such as "How I spend my holidays; My future career" etc.	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Encourage learners to ask and answer questions for clarification about key details. Ensure appropriate vocabulary use by dropping hints and showing word cards</li> </ul> <p>Assessment: let learners ask and answer questions about key details on topics under discussion</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Introduce these one at a time.</p> <ul style="list-style-type: none"> <li>• Provide and discuss examples.</li> <li>• Learners play games with the activity in pairs/groups</li> </ul> <p>Assessment: let learners use playful words in spoken and written language (jokes, riddles, puns)</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>goes with singular or plural verb.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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”.</li> </ul> <p>Assessment: let learners use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</p> <ul style="list-style-type: none"> <li>• Guide learners with the questions below:</li> </ul> <p>iv. Are your ideas in order and easy to understand?</p> <p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Have learners read their partners' draft and offer suggestions.</li> <li>• Encourage learners to make as many changes as are necessary to improve their drafts.</li> <li>• Have learners make a clean draft for publishing</li> </ul> <p>Assessment: let learners review, and revise a draft to produce a coherent piece</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write a story. E.g. about what happened after school on Monday.</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form.</li> <li>• Assist those whose essays are only in the simple past to some in the past participle tense.</li> <li>• Learners rewrite their essays incorporating the corrections.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners write on another topic individually using the simple past verb form as well as the past participle form</p>	
Friday	<p>Guide learners to choose and read books during the library period</p>	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>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</p>	<p>Have learners to tell what they read to the whole class</p>

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.1		
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 (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 Coussey Committee established?	Discuss the main recommendation in the Coussey committee report.  Assessment: let learners identify the main recommendation in the Coussey committee report.	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 main recommendation in the Coussey committee report.  Assessment: let learners identify the main recommendation in the Coussey committee report.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>	
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<b>Class</b>	six
<b>Subject</b>	SCIENCE
<b>Reference</b>	Science curriculum Page
<b>Learning Indicator(s)</b>	B6.4.1.1.1
<b>Performance Indicator</b>	Learners can compare renewable and non-renewable sources of energy
<b>Strand</b>	FORCES AND ENERGY
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY
<b>Teaching/ Learning Resources</b>	Pictures
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Begin by asking the following questions: (1) what is energy? (2) Where does energy come from? (answers to this question may include the sun, 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.).	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.).</p> <ul style="list-style-type: none"> <li>• Learners present their responses on flashcards for a general discussion in class.</li> <li>• 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.</li> </ul> <p>Assessment: let learners compare renewable and non-renewable sources of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe internal migration in Ghana		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners brainstorm and come out with challenges associated with urban settlements: a) poor sanitation b) environmental pollution c) traffic congestion  Assessment: let learners identify challenges associated with urban settlements	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	In groups 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	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.2 B6.1.3.1.3		
<b>Performance Indicator</b>	<p>A. Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)</p> <p>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</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To add or subtract improper fractions with different denominators, (<math>2\frac{1}{3}</math> and <math>3\frac{2}{5}</math>) 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 <math>\frac{2}{5}/15</math> and <math>3\frac{6}{15}</math>; their sum is <math>2\frac{1}{3} + 3\frac{2}{5} = 2\frac{5}{15} + 3\frac{6}{15} = 5\frac{11}{15}</math>; and difference <math>3\frac{2}{5} - 2\frac{1}{3} = 1\frac{65}{15} = 1\frac{1}{15}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>To add or subtract improper fractions with different denominators, (<math>2</math></p>	<p>Review the lesson with Learners</p>

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p><math>1/3</math> and <math>32/5</math> ) 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 <math>2 \frac{5}{15}</math> and <math>3 \frac{6}{15}</math>; their sum is <math>2 \frac{1}{3} + 3 \frac{2}{5} = 2 \frac{5}{15} + 3 \frac{6}{15} = 5 \frac{(5+6)}{15}</math> which is <math>5 \frac{11}{15}</math>; and difference <math>3 \frac{2}{5} - 2 \frac{1}{3} = 1 \frac{(65)}{15} = 1 \frac{1}{15}</math></p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a whole number by a mixed fraction (e.g. <math>3 \times 2 \frac{2}{3}</math>) 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;</p> <p>i.e. <math>3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8</math> or <math>3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6 \frac{(2+2+2)}{3} = \frac{66}{3} = 8</math></p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To multiply a whole number by a mixed fraction (e.g. <math>3 \times 2 \frac{2}{3}</math>) one can multiply the whole number by the whole number and then whole number by the fraction and add the</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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	<p>3 - Turn around  4 - Follow me  5 - Fire</p>	<p>products or change the mixed fraction to improper fraction and multiply;  i.e. <math>3 \times 2 \frac{2}{3} = (3 \times 2) + 3 \times \frac{2}{3} = 6 + \frac{2}{3} + \frac{2}{3} + \frac{2}{3} = \frac{66}{3} = 8</math> or <math>3 \times 2 \frac{2}{3} = 2 \frac{2}{3} + 2 \frac{2}{3} + 2 \frac{2}{3} = 6 \frac{(2+2+2)}{3} = \frac{66}{3} = 8</math></p>	
Friday	<p>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</p>	<p>To multiply a fraction by a whole number the multiplication is interpreted as "of"; e.g. <math>\frac{2}{3} \times 5</math> means shade <math>\frac{2}{3}</math> of 5 ; i.e. finding two-thirds of each of five objects; i.e. <math>\frac{2}{3} \times 5</math> is <math>\frac{2}{3}</math> of 5 quantities, which leads 10 thirds, i.e. <math>\frac{2}{3} \times 5 = 10(\frac{1}{3}) = \frac{10}{3} = 3\frac{1}{3}</math></p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 2.2.2.2		
<b>Performance Indicator</b>	Learners can brainstorm and generate ideas for creating own performing artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ study the ideas, forms and structures that constitute the physical and social environments of some communities in the world;</li> <li>☐ make analytical study of the ideas, forms, movement patterns, rhythms, sounds etc. that interest them;</li> <li>☐ 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</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write ideas for creating own performing artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>develop, arrange and compose own movement patterns, lyrics, sounds, rhythms, melodies from the ideas studied in the physical and social environments.</li> <li>☑ present concepts for peer review;</li> <li>☑ use the ideas or feedback from the peer review to improve upon the arrangements for own compositions.</li> </ul> <p>Assessment: let learners write ideas for creating own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.3.1.2		
<b>Performance Indicator</b>	Learners can Roll (body) smoothly forward and backward (combination of forward and backward roll)		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After a warm up, learners curve their bodies adequately, tuck their head, push off evenly with both feet, take the body weight on the hands and 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	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.1.1.8 B6.5.1.1.9. B6.5.3.1.1		
<b>Performance Indicator</b>	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)		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES. INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to write simple queries to retrieve specific names of students from a database of the names of all students in class database design. eg. 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>the ribbons under the home button.</p> <p>Assessment: let learners explain the use of the ribbons under the home button.</p>	
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B6.2.2.1.3:
<b>Performance Indicator</b>	Learners can discuss moral lessons from the festivals.
<b>Strand</b>	God, His Creation and Attributes
<b>Sub strand</b>	The Environment
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on moral lessons in festivals and present their works for suggestions and corrections. Communication  Assessment: let learners write the moral lessons from the festivals	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B6.2.6.1.3 Make predictions of a given text. B6.2.7.1.1. Summarise a given story/text.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should make predictions of a given text.</li> <li>The learner should summarise a given story/text.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners the text to read again.</li> <li>Discuss how to make predictions from a passage.</li> <li>Assist learners to make predictions from the given text.</li> </ul> <p>Assessment: let learners make predictions of a given text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners a text to read.</li> <li>Let learners read a paragraph silently.</li> <li>Discuss how to do summary with the learners.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Ask a learner to summarise the paragraph read to the class.</li> <li>• Make learners summarise a given short text and discuss the summary made from groups</li> </ul> <p>Assessment: let learners summarise a given story/text.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Give learners a text to read.</li> <li>• Let learners read a paragraph silently.</li> <li>• Discuss how to do summary with the learners.</li> <li>• Ask a learner to summarise the paragraph read to the class.</li> <li>• Make learners summarise a given short text and discuss the summary made from groups</li> </ul> <p>Assessment: let learners summarise a given story/text.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**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.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 1	<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS	
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	<b>INDICATORS:</b> K1.3.4.1.1	
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about God as the Creator of all things and discuss different ways that people worship him	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.  K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.  W- Allow learners to ask question about what they want to know from their friends about how they worship.  Learners talk about and dramatize how they worship, pray and the songs they sing.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.2
		<b>PERFORMANCE INDICATOR:</b> Learners can handle their religious scriptures (book) appropriately.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learners's book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it  Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.3  <b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. 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 such as mosque, chapel, etc. Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups. Allow learners to talk a lot using the new vocabulary that they have heard from the book. Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups. Count the letters in at least two religious books and/or name of worship place and use	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>comparative language (“more than”, “less than”, “same as”) and signs ([&lt;], [&gt;], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc.</p> <p>To extend this activity using different objects</p> <p>Assessment: let learners use new vocabulary acquired to talk about their beliefs.</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Thursday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can draw one activity that we do when worshipping God and label it with one or two words.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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 it with one or two words.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can play different musical instrument, sing religious songs and dance on the music
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book  Assessment: let learners play different musical instrument, sing religious songs and dance on the music	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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**TERM TWO**  
**KG 2**  
**WEEK FIVE**

## WEEKLY LESSON PLAN FOR KG 2- WEEK FIVE

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS	
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	<b>INDICATORS:</b> K2.3.4.1.1      K2.3.4.1.2	
	<b>PERFORMANCE INDICATOR:</b>  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	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i>  <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	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.  Display a conversational poster and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.  Discuss the different kinds of people we live with and the need to behave appropriately towards all humans.	Poster/ cut out picture   Cut out shapes, big books, counters, crayons

	<p>☑ Sort and group learners according to their tribes or language spoken; let each child pick a friend from a different group and exchange pleasantries.</p> <p>Take learners through a few pages of a big book (picture walk).</p> <p>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).</p> <p>Use the Story Map strategy (follow procedure as in Appendix 1, K2.3.2.1.3).</p> <p>Learners answer the story map questions. E.g. What is the setting of the story?</p> <p>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?</p> <p>Focus on what we can learn from the biblical character.</p> <p>☑ Write level appropriate words in the air, sand, on their arms and in their ruled books and read</p> <p>Assessment: let learners use illustrations in a Big book to make predictions and answer simple story map questions about the text</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> OUR BELIEFS
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.	<b>INDICATORS:</b> K2.3.4.1.3	
	<b>PERFORMANCE INDICATOR:</b> Learners can read level-appropriate sight words from the big book	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<ul style="list-style-type: none"> <li>☐ Display sight words on word cards and guide learners to read</li> <li>☐ Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.</li> <li>☐ Copy words in the exercise book.</li> <li>☐ Write level appropriate content vocabulary in their ruled exercised books and read them to each other</li> </ul> <p>Assessment: let learners read level-appropriate sight words from the big book</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Wednesday		<b>SUB STRAND:</b> OUR BELIEFS
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.4.
		<b>PERFORMANCE INDICATOR:</b>  Learners can connect spoken words and sounds to letters in a playful way.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	<p>Practice letter ladder-game</p> <p>Draw a grid on the floor of the classroom or outside.</p> <p>Write letters the learners have learnt so far in the grid on the floor which looks like this.</p> <p style="text-align: center;"> A   k   f   D  s   b   m   O  p   h   k   H </p> <p>Divide the class into 2, 3, 4 groups (this depends on the number of learners in the class).</p> <p>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.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>If the child is incorrect, the group loses their turn/ chance and does not get a point. It moves to another group.</p> <p>If nobody knows it, the teacher needs to demonstrate and hop on the grid and no one get a point.</p> <p>Select a group to start with.</p> <p>Assessment: let learners connect spoken words and sounds to letters in a playful way.</p>	
<p><b>PHASE 3:</b>  <b>REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> OUR BELIEFS
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>INDICATORS:</b> K2.3.4.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can play different musical instruments and dance to religious songs
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Have different learners show their skills in the Music and dance day and at the centres by playing musical instruments, drums, some can lead in the songs while/and others dance.  Play a variety of music on CD/tapes and let learners dance.  Assessment: let learners play different musical instruments and dance to religious songs	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS	
<b>DAY:</b> Friday		<b>SUB STRAND:</b> OUR BELIEFS	
<b>CLASS:</b> KG 2		<b>INDICATORS:</b> K2.3.4.1.6	
<b>CONTENT STANDARD:</b> K2.3.4.1 Demonstrate understanding of relating well with people with different beliefs.		<b>PERFORMANCE INDICATOR:</b>	
		Learners can recognise and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Show number cards and let learners work in small groups to identify the pattern.  ☑ Guide learners to arrange the numeral cards to patterns. E.g. 11,22, 33,  Assessment: let learners identify and describe some simple repeating non-numerical patterns (up to a repetition of 3, 1, 2 pattern)	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3:</b> <b>REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

**TERM TWO**  
**BASIC ONE**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	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.
<b>Performance Indicator</b>	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
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Let learners, Talk about likes and dislikes: food, animals, toys, etc  Assessment: let learners talk about likes and dislikes: food, animals, toys, etc	What have we learnt today?  Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>As learners listen carefully, tell a story twice.</p> <p>Let learners answer questions based on the story.</p> <ul style="list-style-type: none"> <li>• Have them mention words they hear in the story.</li> <li>• Let learners tell the meanings of some of the words.</li> </ul> <p>Assessment: let learners make their own simple sentences using the key words.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher's office, canteen etc.</p> <ul style="list-style-type: none"> <li>• Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</li> <li>• Let each group list the objects found in the place of their choice.</li> </ul> <p>Assessment: let learners make a list of objects in the school</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Guide learners to use the present tense continuous form of verbs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: let learners use the present tense continuous form of verbs to form sentences</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	. Relating counting to addition (i.e., recognizing that adding 2 is the same as counting on 2)	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone,	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 learners to practice with more examples

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Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Counting on (i.e., for 5 + 3, start at 5 and count on 3 places... 6, 7, 8. The answer is 8.)</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.2. 2.1.2.		
<b>Performance Indicator</b>	Learners can observe different kinds of seeds		
<b>Strand</b>	CYCLES		
<b>Sub strand</b>	LIFE CYCLES OF ORGANISMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Provide learners with different kinds of seeds (e.g. orange, pawpaw, mango, bean seeds, shea nut). • Learners examine the external parts of different seeds, draw and display them for discussion  Assessment: let learners draw the external parts of different seeds	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Through a matching game, learners identify different fruits and their seeds.  Assessment: let learners match different fruits and their seeds	What have we learnt today?  Ask learners to summarize the important points of the lesson

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the 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  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

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.3		
<b>Performance Indicator</b>	Learners can Roll in log form from stationary to a distance and back (from lying position).		
<b>Strand</b>	MOTOR SKILLS AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Take learners through general and specific warm ups by jogging while flexing and twisting the parts of the body. Learners spread mats or 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	What have we learnt today?  Use answers to summarise the lesson.

		enjoyment. End the lesson with cool down activities.	
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.3.1.1.		
<b>Performance Indicator</b>	Learners can explain basic human needs and rights of self and others		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.2.3.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ 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)</li> <li>☑ make prints or line drawings of available visual artworks and use them to create patterns.</li> </ul> <p>Assessment: let learners create own artworks from imagination to express own ideas of the visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	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		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should listen and say diagraphs correctly.</li> <li>• The learner should read two-syllable words</li> <li>• The learner should recognise and say consonants in a language</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write list of words that consist of both diagraphs and non-diagraphs on the board.</li> <li>• Discuss the words and explain diagraphs to learners.</li> <li>• Write some of the diagraphs on a manila card. Example...</li> <li>• Read the diagraphs aloud for learners to listen.</li> </ul> <p>Assessment: Call learners one by one to pronounce the diagraphs correctly in words</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage leaners to sing songs and recite	<ul style="list-style-type: none"> <li>• Write some two-syllable words on a manila card</li> </ul>	What have we learnt today?

	familiar rhymes	<p>and display the card on the board.</p> <ul style="list-style-type: none"> <li>• Lead learners to read the words.</li> <li>• Call learners one by one to read the two syllable words.</li> <li>• Use some of the words to form sentences and ask learners also to form sentences with some of the words.</li> </ul> <p>Assessment: let learners should read two-syllable words</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the consonants on flashcards.</li> <li>• Show it to learners and lead them to say the consonants in a group.</li> <li>• Call learners one by one to recognise and mention the consonants.</li> <li>• Let learners write some consonants in their books</li> </ul> <p>Assessment: let learners Identify and say consonants in a language.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC TWO**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		Learners can demonstrate turn-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 environment 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 texts from print and non-print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Use the Community Circle Activity: Sit learners in horse-shoe formation. • Call individual learners to talk about what happened over the weekend. e. g. events, personal experiences, incidents, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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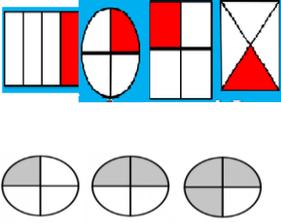
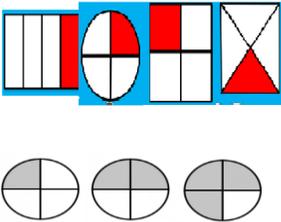
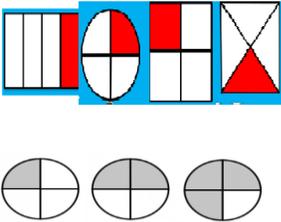
		<ul style="list-style-type: none"> <li>• Let learners take turns to name and describe events of recent occurrence.</li> <li>• Discuss the importance of turn-taking in conversation: e.g. <ul style="list-style-type: none"> <li>i. They talk after the last speaker has stopped. They talk when invited e.g. by the group leader.</li> </ul> </li> </ul> <p>Cultural</p> <p>Assessment: let learners demonstrate turn-taking in conversations</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Have learners use text features like title, illustrations and text clues to make meaning and inferences.</li> <li>• Have learners predict, brainstorm on the topic and have them read to confirm their predictions</li> </ul> <p>Assessment: let learners use illustrations, text clues and context to make predictions during reading</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Put learners into groups to write simple sentences about the objects and places found in the environment</p> <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners use simple sentences to describe the weather and show quantity and position or order of people and things</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.2.3.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ generate ideas from the natural and manmade environments (e.g. vegetation, animals, birds, rivers, bridges, clouds);  Assessment: let learners create own artworks using available visual arts media	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: create own visual artworks that reflect the natural and manmade environments in other communities in Ghana  Assessment: let learners create own artworks using available visual arts media	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.2		
<b>Performance Indicator</b>	Learners can Count in halves and quarters (fourths) using concrete and pictorial representations) of halves and fourths.		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Show several fourths of concrete objects (or card cut outs) and have them count them in fourths (using the language one-fourth, twofourths, three-fourths, 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 one-fourth, two-fourths, three-fourths, etc.)	Review the lesson with Learners  Assessment: have learners to practice with more examples

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<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Show learners several pictorial representations of fourths and have them count (using the language one-fourth, two-fourths, three-fourths, etc.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.1.1.1		
<b>Performance Indicator</b>	Learners can identify everyday applications of energy		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners perform various activities involving the use of energy, e.g. jumping, clapping, pushing objects, walking, switching on the lights etc. in the classroom. <ul style="list-style-type: none"> <li>• Learners find out what helps them to perform the activities mentioned</li> <li>• 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</li> <li>• Learners explain what happens to a person who does not eat food for a long time.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>Assessment: let learners identify everyday applications of energy</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explain what happens to a person who does not eat food for a long time.</p> <p>Summarise the lesson by explaining that energy is what gives learners and everybody the strength to do everyday activities</p> <ul style="list-style-type: none"> <li>• Create a poster of a person engaging in an activity that uses energy, e.g. pushing an object, a farmer weeding, fishermen paddling a boat, and display them for discussion.</li> </ul> <p>Assessment: let learners identify everyday applications of energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.2.1.1:		
<b>Performance Indicator</b>	Learners can demonstrate activities which take place during the celebration of festivals.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	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.  Assessment: let learners demonstrate activities which take place during the celebration of festivals	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Visit any historical site in their community.  Assessment: let learners narrate the history of the historical site	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	Visit any historical site in their community.  Assessment: let learners narrate the history of the historical site	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.3		
<b>Performance Indicator</b>	Learners can roll forward (a forward roll) from standing position and back to standing.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Squat in front of a spread mat/safe floor. Place hands on the mat/floor and tuck the chin to touch the chest. From this position, push with the hands and roll forward in a round form and back to the standing. 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	What have we learnt today?  Use answers to summarise the lesson.

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.1. 1.		
<b>Performance Indicator</b>	Learners can describe activities which take place during the celebration of festivals		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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?

		<p>family re-union, worship, etc. Learners draw scenes from festivals.</p> <p>Assessment: let learners describe activities which take place during the celebration of festivals</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		B2.2.5.1.1 Recognise sounds that make up words. B2.2.5.1.2 Make picture dictionaries.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should recognise sounds that make up words.</li> <li>The learner should make picture dictionaries.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise sounds with learners.</li> <li>Write some words on the board and lead learners to read them.</li> <li>Assist learners to recognise sounds that make up the words</li> </ul> <p>Assessment: let learners identify sounds that make up words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners cut pictures of different objects and arrange them in alphabetical order in their books.</li> <li>Lead learners to write the names of the images in the pictures under them.</li> </ul>	<p>What have we learnt today?</p>

		Assessment: let learners make picture dictionaries.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners cut pictures of different objects and arrange them in alphabetical order in their books.</li> <li>• Lead learners to write the names of the images in the pictures under them.</li> </ul> <p>Assessment: let learners make picture dictionaries.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC THREE  
WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.2.1. B3.2.6.1.3 B3.4.9.2.1 B3.5.4.1.3 B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate turn-taking in conversation in different topics</p> <p>B. Learners can understand and use many of the frequently occurring words and chunks in the language, including both content words (nouns, verbs, adjectives and adverbs) and function words ( prepositions, articles)</p> <p>C. Learners can write ideas on a topic in simple sentences</p> <p>D. Learners can use simple past and the past continuous forms of verbs to express past actions</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Let learners identify some familiar/interesting topics based on their environment for	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

		<ul style="list-style-type: none"><li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li><li>• Introduce narratives, expository, procedural texts to learners.</li><li>• Guide learners to select books for readings</li></ul> <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.6.1		
<b>Performance Indicator</b>	Learners can Use concrete and pictorial representations to explain division as equal sharing or partitioning equally into given groups and finding how many are in each group		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	Give a quantity of straws (e.g. 12) and invite 4 learners to share equally among themselves by picking one at a time in turns until all straws are finished and then asking each learner to count and tell the number of straws they received	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

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

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		Assessment: let learners mention the parts of the solar system.	
Thursday	Engage learners to sing songs and recite familiar rhymes	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

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

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		<p>Sacred Myths, folktales, parables, etc. (Traditional Religion).</p> <p>Assessment: let learners explain the reasons for studying the sacred scriptures of the three major religions among their followers</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.1.3		
<b>Performance Indicator</b>	Learners can describe the conflicts and alliances that existed among the ethnic groups in Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Inter-Group Relations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Trace the origin of the name 'cedi'.  Discuss intergroup wars such as Battle of Feyiase and the Krepi war of 1833. Discuss instances where alliances were formed between different groups to fight a common enemy. e.g. The Battle of Akatamanso where the Asante army was defeated by an alliance made up of the British, Ga, Fante, Akyem, Akwamu, Krepi and Denkyira Anlo/Asante in the Ada War of 1869.  Assessment: let learners describe the conflicts and alliances that existed	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

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

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

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

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

**TERM TWO  
BASIC FOUR  
WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC FOUR

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	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.
<b>Performance Indicator</b>	<p>A. Learners can make connections with events in narrative texts</p> <p>B. Learners can recognise the playful use of words in spoken and written language</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can proofread draft, checking capitalisation, usage, punctuation and spelling</p> <p>E. Learners can use adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Learners retell the story (e.g. in a chain).</p> <ul style="list-style-type: none"> <li>• Guide learners to identify the events in the story.</li> <li>• Put learners in small groups to discuss the events of the story and</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>relate them to one another</p> <p>Assessment: let learners make connections with events in narrative texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>In pairs/ groups, have learners play on words in educative jokes, riddles and puns. e.g. Riddle, Riddle: I am something that came into this world with earrings. Who am I? Answer: Coal pot</p> <p>Assessment: let learners apply the playful use of words in spoken and written language</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <p>Have learners revise verbs by reading sentences from the board and identifying the verbs.</p> <ul style="list-style-type: none"> <li>• Have learners write sentences with given verbs.</li> </ul> <p>Assessment: let learners use different types of verbs to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Have learners proofread the revised draft of their writing with focus on the conventions of punctuation, capitalisation, spellings, etc.</p> <ul style="list-style-type: none"> <li>• Let them do peer editing. Learners check their partners' writing for</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>errors (punctuations, spelling, etc.)</p> <ul style="list-style-type: none"> <li>• Have learners write a neat final copy and read it once again to check for errors.</li> </ul> <p>Assessment: let learners proofread draft, check capitalisation, usage, punctuation and spelling of a draft</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>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.</p> <ul style="list-style-type: none"> <li>• Have learners identify adjectives in a given passage.</li> </ul> <p>Assessment: let learners use adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul>	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	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.2.1                      B4.1.3.2.3.		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	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 be changed to eighths. Also thirds can be 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, $\frac{5}{8}$ and $\frac{3}{4}$ or $\frac{3}{6}$ and $\frac{4}{8}$ ? Arrange from smallest to largest, $\frac{3}{4}$ , $\frac{2}{3}$ and $\frac{5}{6}$	Review the lesson with Learners  Assessment: have learners to practice with more examples

	5 - Fire	<p>Five horizontal number lines from 0 to 1. The first line has tick marks at 1/8, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8, and 1. The second line has tick marks at 1/6, 2/6, 3/6, 4/6, 5/6, and 1. The third line has tick marks at 1/4, 2/4, 3/4, and 1. The fourth line has tick marks at 1/3 and 2/3, and 1. The fifth line has tick marks at 1/2 and 1.</p>	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>To arrange the fractions, <math>3/4</math>, <math>2/3</math> and <math>5/6</math>, from largest to smallest, find the Lowest Common Denominator (LCD) and use this to express the equivalent fractions</p> <p>LCD for <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math> and <math>\frac{5}{6}</math> is 12;</p> <p>hence <math>\frac{3}{4} = \frac{9}{12}</math>, <math>\frac{2}{3} = \frac{8}{12}</math>, <math>\frac{5}{6} = \frac{10}{12}</math> ∴ the order is <math>\frac{5}{6}</math>, <math>\frac{3}{4}</math>, <math>\frac{2}{3}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <ul style="list-style-type: none"> <li>☑ Selling liquids – oil, kerosene, drinks, etc.</li> <li>☑ Sharing pizza or birthday cake - half, quarter, eighths, etc.</li> <li>☑ Buying objects in packets – egg, drinks, (half crate),</li> <li>☑ Buying cloth for sewing dresses – half, one-fourths or quarter, etc.</li> </ul>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Tell the time by half/quarter past, and half/quarter to. Draw clock-faces with times (i.e. half/quarter past or to) for pupils to read the time</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.2.1.1		
<b>Performance Indicator</b>	Learners can explain that the sun is at the center of the solar system		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE SOLAR SYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Present learners with a chart, model or video showing the solar system.</p> <ul style="list-style-type: none"> <li>• Draw the solar system, using different colours to illustrate the different bodies.</li> <li>• 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).</li> </ul> <p>Assessment: let learners draw the solar system, using different colours to illustrate the different bodies</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Present the chart of the solar system and help learners identify the sun as being at the centre of the solar system.</p> <ul style="list-style-type: none"><li>• Learners are guided to identify the benefits of the sun to the solar system.</li></ul> <p>Project: Learners mould stars, planets and satellites in the solar system.</p> <p>Assessment: let learners explain that the sun is at the center of the solar system</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.4.1.1.		
<b>Performance Indicator</b>	Learners can describe the nature of settlements in Ghana.		
<b>Strand</b>	ALL AROUND US		
<b>Sub strand</b>	Population and Settlement		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of settlements e.g. people live with other people, we do not live in vacuum, for protection, for pooling resources together etc.  Assessment: let learners write the importance of settlements	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 discuss and write about features that they will consider in choosing a good settlement that would make life easier and comfortable such areas free of floods, access to local raw materials, local water supply for drinking	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>and washing and access to roads and transportation.</p> <p>Learners engage in activities that teach them to help keep their settlements safe, peaceful and clean.</p> <p>Assessment: let learners write about features that they will consider in choosing a good settlement</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.2.1.1		
<b>Performance Indicator</b>	Learners can discuss festivals in their neighbourhood.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention festivals that are celebrated in their communities: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc. <ul style="list-style-type: none"> <li>• Use pictures, charts or video clips to demonstrate how the various religious festivals are celebrated.</li> <li>• Let learners recite texts and sing songs that accompany festivals celebrated in their communities.</li> </ul> <p>Assessment: Put learners in groups to write activities that take place during festivals.</p>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify the role played by some traditional rulers in the national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	SOME SELECTED INDIVIDUALS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show photographs/ documentaries on the roles played by these traditional rulers in national development.  Assessment: let learners identify the role played by some traditional rulers in the national development	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 life story of any of these from a documentary shown  Assessment: let learners identify the role played by some traditional rulers in the national development	

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 1.3.4.2		
<b>Performance Indicator</b>	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of visual artworks that reflect the natural and manmade environments of some Ghanaian communities		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service;</li> <li>☐ discuss the need for displaying portfolio of own visual artworks;</li> <li>☐ develop a roadmap for the exhibition</li> <li>brainstorm to agree on a theme for the exhibition;</li> <li>☐ send manual and/or electronic invitations</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write plan for an exhibition of own artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>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;</li> <li>☑ decide on mode of display</li> <li>☑ clean and prepare the hall and its environment and make it ready for the exhibition;</li> <li>☑ plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.</li> </ul> <p>Assessment: let learners write plan for an exhibition of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.2.2.1		
<b>Performance Indicator</b>	Learners can Explain the difference between throwing to a stationary partner and throwing to a moving partner.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Hold ball in the left hand. Place the left foot slightly forward in front of the body. Bend body slightly over the ball, pick a target, and swing the free right 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.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.3		
<b>Performance Indicator</b>	Learners can identify primary sources of information		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners in groups to discuss where one can get data and information and make a presentation on it to the class.  Assessment: let learners identify primary sources of information	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	B4.3.1.1.3 Recognise that a question mark is used at the end of a question		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should recognise that a question mark is used at the end of a question</li> </ul>		
Week Ending	5		
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise command and response with learners.</li> <li>Write some questions on a cardboard.</li> <li>Lead learners to read the questions.</li> <li>Use question marks at the end of each of the questions.</li> <li>Let students read the questions again in turns.</li> <li>Let learners recognise that question marks are used at the end of a question</li> </ul> <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write more questions on the board and call learners to come out to</li> </ul>	<p>What have we learnt today?</p>

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		<p>punctuate them using the question mark</p> <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write more questions on the board and call learners to come out to punctuate them using the question mark</li> </ul> <p>Assessment: let learners punctuate sentences them using the question mark</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC FIVE**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English language curriculum	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<p>A. Learners can employ the Think-Aloud strategy to convey meaning from level-appropriate texts.</p> <p>B. Learners can construct meaning from text read</p> <p>C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>D. Learners can display writing piece for peers to read and publish it in the class magazine</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Have learners listen to a teacher-read text.</p> <ul style="list-style-type: none"> <li>• Model Think-Aloud strategy to make meaning from the text.</li> <li>• Have learners practise the Think-Aloud strategy to construct meaning.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners employ the Think-Aloud strategy to convey meaning from level-appropriate texts.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b>  Choose different texts for learners to make meaning from using the different strategies they are familiar with: – Use of prior knowledge/experience. – Making predictions – Contextual meaning of vocabulary to connect with the other words to make meaning</p> <p>Assessment: let learners construct meaning from text read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b>  Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <p>Assessment: let learners identify and use interrogative determiners in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b>  Have learners share their writing with their peers classmates and families</p> <p>Assessment: let learners display writing piece for</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		peers to read and publish it in the class magazine	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> <li>• Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</li> <li>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</li> </ul> <p>Assessment: let learners edit a draft focusing on the past verb form and past participle form</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E. EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul>	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	
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B51414 B51415	
<b>Performance Indicator</b>		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	
<b>Strand</b>			
<b>Sub strand</b>		3: Number: Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	To add 0.645 and 0.39, means sum $6451000 + 39100$ which is $645+3901000 = 10351000 = 1.035$ . That is, since one is hundredths and other thousandths (i.e. one has 2 decimal places and the other 3 decimal places) we can line up the decimal points to align the place values and add as whole numbers  $\begin{array}{r} 0.645 \\ + 0.390 \\ \hline 1.035 \end{array}$	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one	To subtract 0.395 from 0.6 and, one number is in tenths and other is in thousandths (i.e. one has	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>1 decimal place and the other 3 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers.</p> $\begin{array}{r} 0.6 \\ - 0.396 \\ \hline 0.204 \end{array}$	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Review multiplying a fraction by a whole number. e.g. <math>25 \times 10</math> means shade <math>2 \times (15 \text{ } 00 \text{ } 10)</math> ; i.e. <math>2 \times (2) = 4</math>;</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a decimal fraction by a whole number, change the decimal number to common fraction and multiply e.g. <math>0.4 \times 10</math> means <math>\frac{4}{10} \times 10 = 4.0</math>;</p> <p>Or multiply the whole numbers 4 and 10, and place the decimal point at one decimal place, since 0.4 has one decimal place</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a decimal fraction (up to thousandths) by a whole number, first ignore the decimal point and multiply the whole numbers, check the number of decimal places and place the decimal point</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.1.1.1		
<b>Performance Indicator</b>	Learners can know the parts of the respiratory system in humans		
<b>Strand</b>	3: SYSTEMS		
<b>Sub strand</b>	1: THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Introduce the lesson with songs on the parts of the body, e.g. head, shoulders, knees and toes.	Ask learners to breathe in and out for some time. <ul style="list-style-type: none"> <li>• Relate the act of breathing to the respiratory system and guide learners to identify the organs of the system using charts or models.</li> <li>• 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)</li> </ul> <p>. Assessment: let learners identify the parts of the respiratory system in humans</p>	Engage learners in an activity to design a breathing model using plastic bags, balloons, rubber bands and polythene bags.

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners draw and label the respiratory system and state its function</li> </ul> <p>Assessment: let learners draw and label the respiratory system and state its function</p>	<p>Learners are tasked to find out the diseases and lifestyles that affect the respiratory system adversely.</p> <p>Project: Assist learners to design an improvised breathing apparatus using plastics.</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B5. 3.1.1. 1.		
<b>Performance Indicator</b>	Learners can identify the moral significance of Sacred Passages and Oral Traditions in the three main religions		
<b>Strand</b>	3: OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners recall the modes of worship (charity, prayer, song ministrations, evangelism,) and give reasons why we worship: human beings are under the authority of the Creator, we demonstrate that we depend on God for survival, etc.</p> <p>Learners listen to and sing religious songs of the three major religions in Ghana.</p> <p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fatiha', Folktales, etc., and show how they can apply them in their daily lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	
Thursday	<p>Learners recite selected passages and, or oral traditions e.g.: The Ten Commandments (Exodus 20), Al-Fathiha',.</p>	<p>Learners relate the moral values they have learned to their lives e.g. honesty, sacrifice, dedication, commitment, forgiveness, etc.</p> <p>Assessment: let learners identify the moral significance of Sacred Passages and Oral Traditions in the three main religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.2.1.1		
<b>Performance Indicator</b>	Learners can identify the moral significance of sacred passages and oral traditions in the three main religions		
<b>Strand</b>	2: Religious Practices and their Moral Implications		
<b>Sub strand</b>	2: Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Give selected passages and or oral traditions for learners to study e.g. the Ten Commandments - (Exodus 20,), Al-Fātihah, folktales, etc. and show how they can apply them in their daily lives. <ul style="list-style-type: none"> <li>• Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana</li> </ul> Assessment: let learners identify sacred passages and oral traditions in the three main religions	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.3.2.1		
<b>Performance Indicator</b>	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Economic Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What were these economic development under colonial rule?	Enumerate contributions in the agricultural sector (e.g. setting up of agricultural station at Bunso, botanical garden at Aburi and Agricultural College at Kwadaso, promotion and marketing 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		measures introduced during the colonial period	
Thursday	What were these economic development under colonial rule How do sources of evidence help you to understand these developments under colonial rule?	Discuss the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become  Assessment: let learners narrate the role of Tetteh Quarshie in the introduction of cocoa into Ghana and how important cocoa has become	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 1.3.4.2		
<b>Performance Indicator</b>	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the physical and social environments in some communities in Africa		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); ☐ discuss the need for displaying portfolio of own visual 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); ☐	What have we learnt today?  Ask learners to summarize the main points in the lesson What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>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);</p> <p>☑ 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;</p> <p>☑ decide on mode of display, e.g. hanging, draping, spreading;</p> <p>Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to</p> <ul style="list-style-type: none"> <li>• plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date);</li> <li>• clean and prepare the hall and its environment and make it ready for the exhibition;</li> <li>• plan for post exhibition activities such as cleaning,</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		appreciation, evaluation, reporting,  Assessment: let learners Assessment: let learners write a plan for an exhibition of own portfolio of visual artworks	
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		PHYSICAL EDUCATION	
<b>Reference</b>		PE curriculum Page	
<b>Learning Indicator(s)</b>		B5.2.2.2.1	
<b>Performance Indicator</b>		Learners can Explain the differences in applying and receiving force when jumping for height and distance	
<b>Strand</b>		MOTOR SKILL AND MOVEMENT PATTERNS	
<b>Sub strand</b>		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher explains to learners that in jumping for height, the performer has to displace the force of gravity acting on the body from the 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.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.3.4. B5.5.1.3.5. B5.5.1.3.6.		
<b>Performance Indicator</b>	Learners can identify types of databases and data. Learners can explain fundamental database concepts Discuss programming languages and their use (e.g. scratch, vb.net etc.)		
<b>Strand</b>	5: PROGRAMMING AND DATABASES		
<b>Sub strand</b>	1: INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	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 (e.g. scratch, vb.net etc.)	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners identify programming languages and their use	
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<b>Learning Indicator (s) (Ref. No.)</b>	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.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should recognise that a colon is used to list and explain a statement, or to mention a list of items.</li> <li>• The learner should recognise that quotation marks are used when you want to write or quote the same words a person said or wrote.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a passage on the board with all the appropriate punctuations.</li> <li>• Discuss the use of the colon in the passage.</li> <li>• Assist learners to recognise that a colon is used to list and explain a statement, or to mention a list of items.</li> </ul> <p>Assessment: let learners use a colon to list and explain a statement, or to mention a list of items.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Call learners to make some utterances by asking questions.</li> <li>• Write the utterance in quotation marks on the board and discuss with learners.</li> </ul> <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a passage on the board with all punctuations.</li> <li>• Assist learners to recognise that, quotation marks are used when you want to write the same words a person said or wrote</li> </ul> <p>Assessment: let learners write sentences with quotation marks</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK FIVE**

WEEKLY SCHEME OF LEARNING- WEEK FIVE

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	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.		
<b>Performance Indicator</b>	<p>A. Learners can employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to: type of texts</p> <p>C. Learners can use different forms of verbs, the Irregular and infinitive to talk about personal activities</p> <p>D. Learners can edit/proofread draft, checking capitalisation, usage, punctuation and spelling</p> <p>E. Learners can use a range of verb forms in speech and in writing.</p> <p>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</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE • Have learners listen to teacher-read texts or	What have we learnt today?

		<p>video/audio recording on familiar topics.</p> <ul style="list-style-type: none"> <li>• Model the visualisation strategy to make meaning from texts heard.</li> <li>• Encourage learners to practise constructing meaning from the texts or play.</li> </ul> <p>Assessment: let learners employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Choose appropriate texts to guide learners identify the key elements in writing. E.g. purpose, audience, setting, characters, etc.</p> <p>Have them role play a simple story to bring out the importance of these elements and their usage</p> <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to: type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>E.g.: I asked my friend to read the story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>Assessment: let learners use different forms of verbs, the Irregular and infinitive to talk about personal activities</p>													
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING          Have learners pick up their clean draft (Refer to B5 4.3.1) and check for conventions. E.g. errors in capitalisation, punctuation and spelling</p> <p><u>Reflective Writing</u>          A reflective writing explores who you are now and who you were before now. It focuses on a change you have experienced and reflects on how that change makes you unique.</p> <ul style="list-style-type: none"> <li>• Take learners through the writing process</li> </ul> <table border="1" data-bbox="626 1167 976 1472"> <thead> <tr> <th colspan="2">Then</th> <th>Now chart</th> </tr> </thead> <tbody> <tr> <td>Then</td> <td>Now</td> <td>Reasons for change</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Use questions to revise:          Prewriting – strategy</p> <p>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: Writing, Revising, Editing and Publishing.</p>	Then		Now chart	Then	Now	Reasons for change							<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Then		Now chart													
Then	Now	Reasons for change													

		Assessment: let learners edit/proofread draft, checking capitalisation, usage, punctuation and spelling	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Let learners write a letter to an elderly relative on something that happened in the past.</li> <li>• 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.</li> <li>• Have learners write a mind map to guide their writing. Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul> <p>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</p>	Have learners to tell what they read to the whole class

Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
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 (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 political parties took part in the 1951 general elections? What was the outcome of that election?	Discuss the first general elections held in 1951.  Assessment: let learners narrate the first general elections held in 1951	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 first general elections held in 1951.  Assessment: let learners narrate the first general elections held in 1951	What have we learnt today?  Ask learners to summarize the main points in the lesson

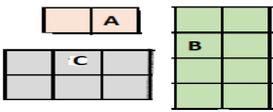
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.2.1		
<b>Performance Indicator</b>	Learners can measure the temperature of a body using a thermometer		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Assist learners to reflect on their previous knowledge on heat and temperature (temperature refers to the degree of hotness of a body). • 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	What have we learnt today?  Ask learners to summarize the important points of the lesson

		of a body using a thermometer	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners, in groups, to produce their own improvised thermometers using plastic bottles, plastic straws, dyes and water.</p> <ul style="list-style-type: none"> <li>• Some learners share experiences of how their body temperatures were measured on a visit to a health centre.</li> </ul> <p>Learners demonstrate the use of thermometers to measure temperature of their bodies and that of warm water.</p> <p>Assessment: let learners measure the temperature of a body using a thermometer</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

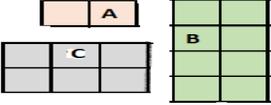
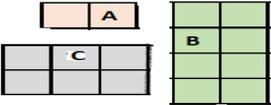
<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.1.3.1.3 B6.1.4.1.1
<b>Performance Indicator</b>	<p>A. Learners can use models to explain the result of multiplying a fraction by whole number, a whole number by a fraction and a fraction by fraction</p> <p>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</p>
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>To multiply a fraction (i.e. common or mixed) by a whole number (e.g. <math>4 \frac{2}{5} \times 5</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. <math>4 \frac{2}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5} = \frac{120}{5} = 24</math>. [Note, the product can be simplified before multiplying the numerators separately and multiplying the denominators separately].</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To multiply a fraction (i.e. common or mixed) by a whole number (e.g. <math>4 \frac{2}{5} \times 5</math>) first change all into common fractions, then multiply the numerators separately and multiply the denominators separately and simplify, i.e. <math>4 \frac{2}{5} \times 5 = \frac{24}{5} \times \frac{5}{1} = \frac{24 \times 5}{5} = \frac{120}{5} = 24/1 = 24</math>. [Note, the product can be simplified before multiplying the numerators separately and multiplying the denominators separately].</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be obtained in another. In the figures, the area of the shape A is <math>\frac{1}{4}</math> of the area of the shape B; so 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.</p> 	<p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Use concrete objects and/or pictorial representations to explain ratio as a number which tells the number of times a quantity can be</p>	<p>Review the lesson with Learners</p>

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	<p>2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire</p>	<p>obtained in another. In the figures, the area of the shape A is 1/4 of the area of the shape B; so 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.</p> 	<p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>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</p>	<p>Use concrete objects and/or pictorial representations to explain simplest form of a ratio. Shape C is made up of 6 squares and shape A is made up of 2 squares, the areas of the shapes C and A are in the ratio 6:2; and since C is three times A, the ratio 3:1 is the simplest form of 6:2. The simplest form of a ratio is obtained by dividing through by the highest common factor. The ratio of C to B is 6:8 and its simplest form is 3:4. E.g. Simplify (i) 10m : 1000km (ii) Write 4 : 12 in the form 1 : n (iii) Express 15 : 20 in the form n : 1.</p> 	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.3.4.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service);</li> </ul> Assessment: let learners write a plan for an	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		exhibition of own functional and decorative visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>discuss the need for displaying portfolio of own visual artworks</p> <p>Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.1.2.1		
<b>Performance Indicator</b>	Learners can Explain the importance of open space in playing team games.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to 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	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	COMPUTING
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B6.5.3.1.2 B6.5.3.1.3. B6.5.3.1.4.
<b>Performance Indicator</b>	Learners can create basic worksheets using Microsoft Excel 2016. Learners can perform calculations in an MS-Excel worksheet. Modify an MS-Excel worksheet.
<b>Strand</b>	PROGRAMMING AND DATABASES
<b>Sub strand</b>	: INTRODUCTION TO ELECTRONIC SPREADSHEET
<b>Teaching/ Learning Resources</b>	Laptop

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc</p> <p>Guide learners to develop worksheet that will help in calculating multiplication, addition and subtraction.</p> <p>Guide learners to modify worksheet by adding the age of learners in the class to the list of learners created in an earlier class</p> <p>Assessment: let learners perform calculations in an MS-Excel worksheet.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.1.1.		
<b>Performance Indicator</b>	Learners can describe the importance of prayer in our lives		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the meaning of prayer: a communication between the worshipper and the object of worship.  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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of prayer:</p> <ul style="list-style-type: none"><li>• brings us closer to God</li><li>• It shows our dependence on God, etc.</li></ul> <p>Learners demonstrate how prayer is done in the three major religions.</p> <p>Assessment: let learners describe the importance of prayer in our lives</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to talk about the latter lives of the religious leaders: <ul style="list-style-type: none"> <li>- Jesus Christ-triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection.</li> <li>- The Holy Prophet Muhammad (S.A.W.) - triumphant entry into Makkah, farewell message, sickness and death.</li> <li>- Traditional leader (e.g. OkomfoAnokye)- priesthood, miracles and other activities and death.</li> </ul> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	
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<b>Learning Indicator (s) (Ref. No.)</b>	B6.3.1.1.2 Write sentences using joint scripts		
<b>Performance Indicators</b>	The learner should write sentences using joint scripts		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners longer sentences on flashcards to read.</li> <li>• Discuss joint scripts with learners.</li> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint scripts from the sentences on the flashcard</li> </ul> <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint</li> </ul>	<p>What have we learnt today?</p>

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		<p>scripts from the sentences on the flashcard.</p> <p>Assessment: let learners write sentences using joint scripts</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Use some joint scripts to write some sentences on the board.</li> <li>• Show the flashcards to the learners.</li> <li>• Help learners write sentences using joint scripts from the sentences on the flashcard.</li> </ul> <p>Assessment: let learners write sentences using joint scripts</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**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.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 1	<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS	
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs	<b>INDICATORS:</b> K1.3.4.1.1	
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about God as the Creator of all things and discuss different ways that people worship him	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using the KWL strategy, introduce the theme for the week and assist learners to learn more about different beliefs system of their friends.  K- Call on the learners to share what they know about God and what religious group they belong to. Learners should also mention the different ways they refer to God in their religious groups.  W- Allow learners to ask question about what they want to know from their friends about how they worship.  Learners talk about and dramatize how they worship, pray and the songs they sing.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.2
		<b>PERFORMANCE INDICATOR:</b> Learners can handle their religious scriptures (book) appropriately.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Display different scriptures, the Bible, Learners Bible stories, the Quran and any others that the learners could bring. Using the learner's book as the model, scaffold learners to identify how to open the books paying attention to the page numbers in the books. Use a short story to assist learners appreciate and respect other religious books. Have learners either sing or draw one object each that identify the three main religions in Ghana and talk about it  Assessment: let learners mention ways of handling their religious scriptures (book) appropriately.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.3  <b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Follow the before reading, during reading and after reading strategies as you read an informational text on different religious groups in Ghana and how they worship. 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 such as mosque, chapel, etc. Learners identify and share what they have learnt about the things that we all do in common and things that are different about the three religious groups. Allow learners to talk a lot using the new vocabulary that they have heard from the book. Learners role play what their religious leaders do when leading worship. Have learners talk about and demonstrate how they will relate with their classmates and other learners in harmony although they belong to different religious groups. Count the letters in at least two religious books and/or name of worship place and use	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	<p>comparative language (“more than”, “less than”, “same as”) and signs ([&lt;], [&gt;], [=]) to describe the letters in the spelling of the religious books e.g. Bible, chapel, Quran, Mosque, Shrine, etc.</p> <p>To extend this activity using different objects</p> <p>Assessment: let learners use new vocabulary acquired to talk about their beliefs.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Thursday  <b>CLASS:</b> KG 1		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can draw one activity that we do when worshipping God and label it with one or two words.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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 it with one or two words.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> VALUES AND BELIEFS  <b>SUB STRAND:</b> OUR BELIEFS
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.3.4.1 Demonstrate understanding of and relating well with people with different beliefs		<b>INDICATORS:</b> K1.3.4.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can play different musical instrument, sing religious songs and dance on the music
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using different religious songs and musical instruments, have learners be in groups and perform and dance to the music of the three different religions in Ghana. Encourage learners to sing and dance together as a way of appreciating each other. Have learners discuss their performances. Create different everyday situations and scaffold learners to add numbers. E.g. Combine amount of money collected at church service, etc. Extend this activity with other objects. Using level-appropriate sight words, display sight words on cards and guide learners to read. Explain the words and guide learners to use the words to form short and simple sentences and Copy words in the exercise book  Assessment: let learners play different musical instrument, sing religious songs and dance on the music	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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**TERM TWO**  
**KG 2**  
**WEEK SIX**

## WEEKLY LESSON PLAN FOR KG 2- WEEK SIX

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> : KNOWING THE SPECIAL PLACES IN MY COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K2.4.1.1</p> <p>Demonstrate understanding of the special places in our local community</p>	<p><b>INDICATORS:</b> K2.4.1.1.1 K2.4.1.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <p>Learners can talk about familiar, places, things and events with prompting and support</p> <p>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.</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER</b> 10 <i>MINS</i></p> <p><b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN</b> <i>40MINS</i></p> <p><b>(New Learning Including Assessment)</b></p>	<p>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.</p> <p>Display a conversational poster showing some special places in a community where learners can go.</p> <p>Have learners observe the poster and talk about some of the special places in every</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>community, e.g. the chief’s house, the market, police station, the hospital.</p> <p>☑ 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.)</p> <p>Arrange with a resource person to talk to the learners. While back at school, have learners share what they have learnt on the field.</p> <p>Follow the KWL technique procedure and have learners learn more about the importance of special places in a community.</p> <p>K-Discuss what the learners already know,</p> <p>☑ W learners ask all their questions about what they want to know.</p> <p>☑ L Read to them, pausing often for them to share what they are learning and have learnt.</p> <p>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</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Tuesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1.3 K2.4.1.1. 4	
		<b>PERFORMANCE INDICATOR:</b>  Learners can read level-appropriate sight words from the big book Learners can recognize at least 50% of the letter sounds of the alphabet	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	<p>Display sight words on word cards and guide learners to read</p> <ul style="list-style-type: none"> <li>☑ Have them look for the sight words from the big book and guide learners to use the words to form short and simple sentences.</li> <li>☑ Copy words in the exercise book.</li> <li>☑ Write level appropriate content vocabulary in their ruled exercise books and read them to each other</li> </ul> <p>Play Alphabet Relay Game</p> <p>Put learners in groups of 4 to compete for letter recognition and writing.</p> <p>Give each group a piece of chalk.</p> <p>Call out a letter and let two pupils from each group run to the chalk board and write both the small and capital letter.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>	

	<p>Call out another letter and let pupils take turns.</p> <p>Assessment: let learners identify at least 50% of the letter sounds of the alphabet</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	



<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.1.1 Demonstrate understanding of the special places in our local community		<b>INDICATORS:</b> K2.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can talk about the ideas expressed in one's own art and that of others.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Let learners draw any special place(s) they have ever been to.  ☑ Display the work and give each child the opportunity to explain elements in the art.  Assessment: let learners talk about the ideas expressed in one's own art and that of others	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> 10 <i>MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	



**TERM TWO**  
**BASIC ONE**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B1.1.7.1.1.      B1.2.6.1.3      B1.4.5.1.1 B1.5.4.1.3      B1.6.1.1.1.
<b>Performance Indicator</b>	Learners can listen to and reproduce narrative texts Learners can use words acquired through talk and reading in conversation 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
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE – Activate the previous knowledge of the learners by making them think-pair-share with their friends, the cover illustrations and pictures accompanying the story. – Have them predict the story. • During Reading – Read a story. Pause at vantage points and have learners	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>talk about the content of the text.</p> <ul style="list-style-type: none"> <li>• After Reading – Have the learners answer simple questions based on the text. – Have them role-play the events in the story</li> </ul> <p>Assessment: let learners listen to and reproduce narrative texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>In groups, let learners engage in conversation using familiar and high frequency words on given topics. e. g. My Classroom</p> <p>Assessment: let learners use words acquired through talk and reading in conversation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Guide learners with questions to talk about the various areas or places in the school e.g. head teacher’s office, canteen etc.</p> <ul style="list-style-type: none"> <li>• Put learners into groups. Let each group choose a name for their group and an area or place they want to work on.</li> <li>• Let each group list the objects found in the place of their choice.</li> <li>• Have a big chart on the wall and copy their lists on the chart. Let groups take turns to edit their work.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Let learners copy the edited words into their books.</li> </ul> <p>Assessment: let learners make a list of objects in the school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Guide learners to use the present tense continuous form of verbs</p> <p>Assessment: let learners use the present tense continuous form of verbs to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	"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

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.1.1.1		
<b>Performance Indicator</b>	Learners can identify the external human body parts by their appropriate names		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	THE HUMAN BODY SYSTEMS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Use songs to get learners to name the parts of their bodies e.g., “my head, my shoulders, my knees and toes” or “show me your head, show me your eyes”. <ul style="list-style-type: none"> <li>• Use realia, videos or charts/pictures to guide learners identify the external parts of the human body.</li> <li>• Learners draw a human body and use a colour of their choice to colour their drawing</li> </ul> <p>Assessment: let learners identify the external human body parts by their appropriate names</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners can trace an outline of the human body on a cardboard or paper.	What have we learnt today?

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		<ul style="list-style-type: none"><li>• Learners display their work for discussion</li></ul> <p>Assessment: let learners identify the external human body parts by their appropriate names</p>	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.1.2.1:		
<b>Performance Indicator</b>	Learners can identify personal space		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Give learners a photocopy of a field with a marked space to colour. Give the work to them as a project	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.3.1.1.		
<b>Performance Indicator</b>	Learners can explain basic human needs and rights of self and others		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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/storytelling, 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	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 2.2.3.3		
<b>Performance Indicator</b>	Learners can create own performing artworks to express own views, knowledge and understanding of artworks that reflect topical issues in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners 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: ☑ 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

<b>Learning Indicator (s) (Ref. No.)</b>	B1.2.5.1.1. Match pictures or objects with words. B1.2.5.1.2 Read labelled objects and pictures. B1.2.5.1.3 Recognise and read simple words on cards		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should match pictures or objects with words.</li> <li>• The learner should read labelled objects and pictures.</li> <li>• The learner should recognise and read simple words on cards</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Draw some objects on the board and write their names beside them.</li> <li>• Lead learners to match pictures or objects with their names.</li> <li>• Draw more objects on the board and provide their names.</li> <li>• Call learners one by one to match the pictures with the names written.</li> </ul> <p>Assessment: let learners match pictures or objects with words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Draw some objects on the board and write their names under them.</li> <li>• Lead learners to read the names written under the pictures.</li> <li>• Draw more objects on the board and provide their names.</li> <li>• Call learners one by one to read what is written under the pictures.</li> </ul> <p>Assessment: let learners read labelled objects and pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write some simple words on cards and display it on the board.</li> <li>• Lead learners to read the words on the card.</li> <li>• Call learners one by one to read the words as you point them (the words).</li> </ul> <p>Assessment: let learners read simple words on cards</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC TWO**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		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 Learners can read a variety of age and level-appropriate books and texts from print and non-print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Have learners recall the discussion on turn-taking in conversation and state the rules. • Encourage learners to ask and answer	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>questions for clarification on what other learners have said.</p> <ul style="list-style-type: none"> <li>• Encourage appropriate language use during conversations</li> </ul> <p>Assessment: let learners ask and answer questions for clarifications about what other people say</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Have learners use text features like title, illustrations and text clues to make meaning and inferences.</p> <ul style="list-style-type: none"> <li>• Have learners predict, brainstorm on the topic and have them read to confirm their predictions.</li> <li>• Have learners pause frequently during reading to make predictions to enhance comprehension.</li> </ul> <p>Assessment: let learners use illustrations, text clues and context to make predictions during reading</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Encourage each group to add pictures to their sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Publish their work on the walls and encourage gallery walk.</li> </ul> <p>Assessment: let learners write simple and meaningful sentences on objects found in the environment</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Use appropriate texts to help learners to describe the weather and show quantity and position or order of people and things</p> <p>Assessment: let learners identify and use simple sentences to describe the weather and show quantity and position or order of people and things</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		of age and level- appropriate books and texts from print and non-print	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 2.2.3.3		
<b>Performance Indicator</b>	Learners can create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ 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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.3.1.3		
<b>Performance Indicator</b>	Learners can determine the number of halves and quarters in a whole		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	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 1 - One is one alone, alone it shall be.	Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between	Review the lesson with Learners  Assessment: have learners to practice with more examples

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	<p>2 - Two pair, two pair come pair let us pair</p>	<p>(i) a whole and one-half; (ii) a whole and one-fourth, and (iii) onehalf and one-fourth</p> 	
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>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</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>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</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Show learners several pictorial representations (or card cut outs) of halves, fourths and wholes and ask them to state the relationship between</p> <p>(i) a whole and one-half;</p> <p>(ii) a whole and one-fourth, and</p> <p>(iii) onehalf and one-fourth</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.1.2.1		
<b>Performance Indicator</b>	Learners can understand that objects become hot or cold through the loss or gain of heat		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners feel hot and cold substances and discuss their observations. <ul style="list-style-type: none"> <li>In a practical activity, learners create heat by rubbing the palms, boiling water, burning candle, etc.</li> <li>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.</li> </ul> <p>Assessment: let learners explain that objects become hot or cold</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		through the loss or gain of heat	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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, unplugging a hot electric iron, or a local box iron, putting a substance in a refrigerator etc.</p> <ul style="list-style-type: none"> <li>• Provide learners with water and ask learners to plan how to make it hot or cold.</li> </ul> <p>Core</p> <p>Assessment: let learners explain that objects become hot or cold through the loss or gain of heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.2.1.1:		
<b>Performance Indicator</b>	Learners can demonstrate activities which take place during the celebration of festivals.		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners role-play or dramatise activities that take place during the festivals: merrymaking, sharing, family re-union, worship, etc.</li> <li>• Let learners draw scenes from festivals.</li> </ul> <p>Assessment: let learners demonstrate activities which take place during the celebration of festivals</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.1.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Retell the history of major sites in their community.  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 major sites in their community.  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

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.1.2.1		
<b>Performance Indicator</b>	Learners can Explain open spaces		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain open space by moving to free space within the demarcated working area. From their personal space, ask them to move (jog, run at varied speed) to open space within the working boundaries.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.2.2. 1.		
<b>Performance Indicator</b>	Learners can identify things that families do to show their commitment to God		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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. worship, offertory,	What have we learnt today?

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		<p>Sadaqah, Zakat, prayer and fasting.</p> <p>Assessment: let learners identify things that families do to show their commitment to God</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B2.2.5.1.3 Match action words with corresponding pictures B2.2.6.1.1 Interpret meaning of pictures.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should match action words with corresponding pictures</li> <li>The learner should interpret meaning of pictures.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Display a picture showing actions of various kinds.</li> <li>Write the actions on the board and lead learners to match the action words with the pictures.</li> <li>Allow learners to do some actions.</li> </ul> <p>Assessment: let learners match action words with corresponding pictures</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show learners a picture story.</li> <li>Lead learners through discussions to interpret the pictures</li> </ul> <p>Assessment: let learners interpret meaning of pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"><li>• Show learners a picture story.</li><li>• Lead learners through discussions to interpret the pictures</li></ul> <p>Assessment: let learners interpret meaning of pictures.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM TWO**  
**BASIC THREE**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC THREE

Name of School.....

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

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

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

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

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

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

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

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

		they live in a particular place	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Assist learners to identify some observable features that enable organisms to live successfully in their habitat e.g. tilapia has fins to help it swim in a pond. Birds have wings to help them.</p> <ul style="list-style-type: none"> <li>• Guide learners to discuss the following:</li> </ul> <p>(1) is a frog a fish?  (2) Why can't a fish live on land?</p> <p>Assessment: let learners identify organisms in a habitat and describe why they live in a particular place.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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

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

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

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

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

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

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	familiar rhymes	<p>group and then individually.</p> <ul style="list-style-type: none"> <li>• With correct pronunciation and tone read texts aloud.</li> <li>• Let learners read texts aloud with correct pronunciation and tone as a group and then individually</li> </ul> <p>Assessment: let learners read texts aloud with correct pronunciation and tone</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet as a group and then individually.</li> <li>• With correct pronunciation and tone read texts aloud.</li> <li>• Let learners read texts aloud with correct pronunciation and tone as a group and then individually</li> </ul> <p>Assessment: let learners read texts aloud with correct pronunciation and tone</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC FOUR  
WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC FOUR

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	B4.1.7.1.3      B4.2.6.4.3.      B4.3.5.1.1 B4.4.9.3.3.      B4.5.5.1.1      B4.6.1.1.1.
<b>Performance Indicator</b>	<p>A. Learners can recognise and discuss moral lessons in a story</p> <p>B. Learners can use words suitable for purpose, audience, context and culture in relation to type of texts</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can display writing piece for other peers to read</p> <p>E. Learners can use adjectives to make comparisons</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Through brainstorming, learners identify, discuss and evaluate moral lessons in narrative texts heard/read.</p> <ul style="list-style-type: none"> <li>• Have them connect to the characters by relating</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>them to real life experiences.</p> <p>Assessment: let learners identify moral lessons in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assessment: let learners use words suitable for purpose, audience, context and culture in relation to type of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <p>Auxiliary verbs</p> <ul style="list-style-type: none"> <li>• Let learners read sentences with auxiliary verbs</li> </ul> <p>Have learners write sentences with given verbs.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use different types of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>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.</p> <p>Assessment: let learners display writing piece for other peers to read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.WRITING CONVENTION</p> <p>Let learners write sentences using comparative and superlative forms of adjectives.</p> <p>Assessment: let learners use adjectives to make comparisons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul>	<p>Have learners to tell what they read to the whole class</p>

		Assessment: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read	
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B4.1.3.2.3.                      B4.1.4.1.1                      B4.1.4.1.2
<b>Performance Indicator</b>	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.
<b>Strand</b>	NUMBER
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	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	Drawing circle graphs that represent halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph 	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 pictorial representations or number line to revise 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
Wednesday	Sing songs like:	Use the tenth and hundredth place value chart to illustrate how to write the fraction as a	Review the lesson with Learners

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>base ten number with the introduction of the decimal point “.” after ones place in the place value chart.</p>	<p>Assessment: have learners to practice with more examples</p>																																
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Give pupils several common fractions (including improper fractions) to convert into tenths and hundredths and write their decimal names.</p> <p>E.g. <math>\frac{2}{5} = \frac{4}{10} = 0.4</math>.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Tenth and Hundredth</th> <th colspan="2">Place</th> </tr> <tr> <th colspan="4">Value Chart</th> </tr> <tr> <th></th> <th>Fraction</th> <th>1 s</th> <th>11 SS</th> </tr> </thead> <tbody> <tr> <td></td> <td><math>\frac{1}{4} = \frac{25}{100}</math></td> <td>0</td> <td>1</td> </tr> <tr> <td><b>A</b></td> <td><math>\frac{1}{8} = \frac{125}{1000}</math></td> <td>0</td> <td>125</td> </tr> <tr> <td><b>B</b></td> <td><math>\frac{1}{2} = \frac{500}{1000}</math></td> <td>0</td> <td>500</td> </tr> <tr> <td><b>C</b></td> <td><math>\frac{3}{5} = \frac{600}{1000}</math></td> <td>0</td> <td>600</td> </tr> <tr> <td><b>D</b></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Tenth and Hundredth		Place		Value Chart					Fraction	1 s	11 SS		$\frac{1}{4} = \frac{25}{100}$	0	1	<b>A</b>	$\frac{1}{8} = \frac{125}{1000}$	0	125	<b>B</b>	$\frac{1}{2} = \frac{500}{1000}$	0	500	<b>C</b>	$\frac{3}{5} = \frac{600}{1000}$	0	600	<b>D</b>				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tenth and Hundredth		Place																																	
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	$\frac{1}{4} = \frac{25}{100}$	0	1																																
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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Explain the rule for of rounding decimals, which is similar to that of rounding whole numbers. That is, rounding to the nearest tenth means that the rounded figure has one digit after the decimal mark. Rounding to the nearest hundredth means that the rounded figure has two digits after the decimal mark</p> <p style="text-align: center;"><b>Rounding</b> <b>85674.875</b> <b>rounded to</b></p> <p style="text-align: center;">10 ► 85670</p> <p style="text-align: center;">100 ► 85700</p> <p style="text-align: center;">1 decimal or <math>\frac{1}{10}</math> place ► 85674.9</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B4.3.3.1.1	
<b>Performance Indicator</b>		Learners can explain the concept of ecosystem	
<b>Strand</b>		SYSTEMS	
<b>Sub strand</b>		ECOSYSTEM	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners role play a typical family setup, showing how everyone is interdependent. <ul style="list-style-type: none"> <li>Learners identify the role of each member of 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.</li> <li>Teacher mentions a habitat and the learners mention which plants, animals, and other organisms live there (use games)</li> </ul> <p>Assessment: let learners explain the concept of ecosystem</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures and videos of forest settings having trees, grass, a stream, soil, fishes, rodents, frogs, etc. to explain to learners what an ecosystem looks like.</li> <li>• Learners discuss the importance of every element/member of a given ecosystem, e.g. frogs, weeds, soil and fish in a pond.</li> </ul> <p>Assessment: let learners explain the importance of every element/member of a given ecosystem,</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.1.1.1		
<b>Performance Indicator</b>	Learners can show obedience and respect to a supreme being. through prayer and worship		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Worship		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc.  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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners engage in activities: role play, play games, recite prayers, read scriptures, watch videos, or look at pictures – that teach ways of worship to show respect and obedience to God among the three major religious groups.</p> <p>Assessment: let learners draw and model a worship scene.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B4.2.2.1.1
<b>Performance Indicator</b>	Learners can discuss festivals in their neighbourhood.
<b>Strand</b>	2: Religious Practices and their Moral Implications
<b>Sub strand</b>	Festivals in the Three Major Religions
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• In their same groups or in pairs, let learners discuss the specific activities that take place during festivals, bringing out the following values: <ul style="list-style-type: none"> <li>- Moral,</li> <li>- Social and</li> <li>- Economic.</li> </ul> </li> <li>• Let groups present their findings for class discussions</li> </ul> <p>Assessment: let learners describe festivals in their neighbourhood</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify the role played by some traditional rulers in the national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	SOME SELECTED INDIVIDUALS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Identify the traditional rulers whose work inspires you most and give reasons for your choice.  Assessment: let learners identify the role played by some traditional rulers in the national development	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 traditional rulers whose work inspires you most and give reasons for your choice.  Assessment: let learners identify the role played by some traditional rulers in the national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 2.3.4.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect the natural and manmade environments of some communities in Ghana; <input type="checkbox"/> discuss the need for performing compositions of own music, dance, drama, poetry, etc.;; <input type="checkbox"/> develop a roadmap for the performances by fixing a date, selecting venue and inviting audience <input type="checkbox"/> brainstorm to agree on a theme for the	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>performance; ☐ send manual and/or electronic invitations</p> <p>Assessment: let learners write a plan of performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>select compositions by considering creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</p> <p>☐ decide on mode and arrangement of performances</p> <p>), characters, directors, stage managers, audience, health and security personnel; ☐ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☐ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write a plan of performance of compositions to share creative experiences based on own ideas, knowledge and understanding of performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.3.2.1		
<b>Performance Indicator</b>	Learners can Identify parts of the body that are used for kicking a ball.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner identify parts of the body that can be used in kicking a ball such as the hands. Learners stand with their legs opened and move to a ready position to kick a ball.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.4.		
<b>Performance Indicator</b>	Learners can demonstrate sending and sharing information to and from other gadgets.		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to mention or talk about where one can receive or share information in the community and the world as a whole. NB: recall content in B3 and add to this activity.  Assessment: let learners demonstrate sending and sharing information to and from other gadgets	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	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		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should compose a persuasive essay based on a picture description</li> <li>• The learner should write a persuasive essay on responsibility</li> <li>• The learner should understand the process in writing good argumentative essays</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners mention some actions that destroy the environment.</li> <li>• Show learners some pictures.</li> <li>• Let learners describe the picture.</li> <li>• Lead learners to compose a persuasive essay based on a picture description</li> </ul> <p>Assessment: let learners compose a persuasive essay based on a picture description</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM TWO**  
**BASIC FIVE**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.7.1.2. B5.2.7.1.2. B5.3.2.1.5. B5.4.9.3.3. B5.5.4.1.2. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can make connections with events in drama</p> <p>B. Learners can note and recall main ideas in a sequence</p> <p>C. Learners can identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p> <p>D. Learners can display writing piece for peers to read and publish it in the class magazine</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Have learners listen to an audio drama or watch a video.</p> <ul style="list-style-type: none"> <li>• Guide learners to identify the sequence of events in the story, i.e. events at the beginning, middle and ending.</li> <li>• Ask relevant questions to guide learners to relate</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>the events in the drama to their lives.</p> <p>Assessment: let learners make connections with events in drama</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING Using SQ3R guide learners to present facts and ideas in a sequential order.</p> <p>Assessment: let learners note and recall main ideas in a sequence</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR Choose a text that illustrates interrogatives. With an example from the text, guide learners to identify the other interrogatives in the passage.</p> <ul style="list-style-type: none"> <li>• Create a scenario for them to use the demonstratives appropriately in sentences.</li> </ul> <p>Assessment: let learners identify and use interrogative determiners e.g. which, whose – to find out which person something belongs to</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING Encourage learners to copy neatly their writing and submit them for publication in the class magazine, school magazine or notice board, The Junior Graphic</p> <p>Assessment: let learners display writing piece for peers to read and publish it in the class magazine</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write on a story. E.g. What happened after school on Monday?</p> <ul style="list-style-type: none"> <li>• Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form.</li> <li>• Guide learners to rewrite the essay incorporating the corrections.</li> <li>• Let learners write on another topic individually using the past verb form.</li> </ul> <p>Assessment: let learners use the simple past verb form to express past needs, feelings and interest</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and</p>	<p>Have learners to tell what they read to the whole class</p>

		level appropriate books and present at least a three-paragraph summary of each book read	
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<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B51511                      B51512	
<b>Performance Indicator</b>		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	
<b>Strand</b>		Number	
<b>Sub strand</b>		Number: Fractions	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
<b>Monday</b>	<p>Sing songs like:</p> <p><b>I'm counting one, what is one</b></p> <p><b>1 - One is one alone, alone it shall be.</b></p> <p><b>Review multiplying a fraction by a whole number. e.g. <math>25 \times 10</math></b></p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g. <math>40\% \times 10</math> means <math>\frac{40}{100} \times 10 = 4</math>;</p> <p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g. <math>40\% \times 10</math> means <math>\frac{40}{100} \times 10 = 4</math>;</p> <p><b>What is 20% of 45?</b></p> $20\% \text{ of } 45 = 20\% \times 45$ $= \frac{20}{100} \times \frac{45}{1}$ $= 9$	<p><b>Review the lesson with Learners</b></p> <p><b>Assessment: have learners to practice with more examples</b></p>
<b>Tuesday</b>	<p>Sing songs like:</p> <p><b>I'm counting one, what is one</b></p> <p><b>1 - One is one alone, alone it shall be.</b></p>	<p>To multiply a percent fraction by a whole number, change the percentage to common fraction and multiply and simplify e.g. <math>60\% \times 10</math></p>	<p><b>Review the lesson with Learners</b></p>

	2 -	means 40100 0 00 10 <sup>2</sup> =4;	<b>Assessment: have learners to practice with more examples</b>														
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 pictorial representations and chart to display common or benchmarks percentages and ask pupils to determine these from their equivalent common fractions <table border="1"><tr><td>Percent</td><td>10%</td><td>20%</td><td>25%</td><td>33<sup>1</sup>/<sub>3</sub>%</td><td>50%</td><td>66<sup>2</sup>/<sub>3</sub>%</td></tr><tr><td>Fraction</td><td><sup>1</sup>/<sub>10</sub></td><td><sup>1</sup>/<sub>5</sub></td><td><sup>1</sup>/<sub>4</sub></td><td><sup>1</sup>/<sub>3</sub></td><td><sup>1</sup>/<sub>2</sub></td><td><sup>2</sup>/<sub>3</sub></td></tr></table> Give learners practice through drills and games to learn the equivalences of the benchmark fractions	Percent	10%	20%	25%	33 <sup>1</sup> / <sub>3</sub> %	50%	66 <sup>2</sup> / <sub>3</sub> %	Fraction	<sup>1</sup> / <sub>10</sub>	<sup>1</sup> / <sub>5</sub>	<sup>1</sup> / <sub>4</sub>	<sup>1</sup> / <sub>3</sub>	<sup>1</sup> / <sub>2</sub>	<sup>2</sup> / <sub>3</sub>	Review the lesson with Learners  Assessment: have learners to practice with more examples
Percent	10%	20%	25%	33 <sup>1</sup> / <sub>3</sub> %	50%	66 <sup>2</sup> / <sub>3</sub> %											
Fraction	<sup>1</sup> / <sub>10</sub>	<sup>1</sup> / <sub>5</sub>	<sup>1</sup> / <sub>4</sub>	<sup>1</sup> / <sub>3</sub>	<sup>1</sup> / <sub>2</sub>	<sup>2</sup> / <sub>3</sub>											
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	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  <b>Assessment:</b> have learners to practice with more examples														

		<p>What is 60% of 45?</p> $60\% \text{ of } 45 = 60\% \times 45$ $= \frac{60}{100} \times \frac{45}{1}$ $= 27$	
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B5.3.2.1.1	
<b>Performance Indicator</b>		Learners can identify the components of the solar system	
<b>Strand</b>		SYSTEMS	
<b>Sub strand</b>		THE SOLAR SYSTEM	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Learners recite the poem, "I see the moon, and the moon sees me".	<ul style="list-style-type: none"> <li>Initiate a discussion on the importance of the sun to life on earth.</li> </ul> <p>Present learners with a chart, model or video depicting the solar system or draw the solar system on the board, using different colours to illustrate the different bodies.</p> <ul style="list-style-type: none"> <li>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).</li> <li>Learners are made to understand that heavenly bodies that move around the sun are called planets.</li> </ul>	<p>What have we learnt today?</p> <p>·</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"> <li>• Learners observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</li> </ul> <p>Learners should understand that all the planets move around the sun.</p> <ul style="list-style-type: none"> <li>• Learners to observe the planet Venus, the brightest object in the sky before sunset or several hours after sunrise.</li> </ul> <p>Assessment: let learners identify the components of the solar system</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners are guided to role- play the sun and the planets in the solar system.</li> <li>• Share folktales about the sun and moon with learners</li> </ul> <p>Assessment: let learners identify the components of the solar system</p>	<p>Project: Planning, designing and making a model of the Solar System</p> <p>Learners build a model of the solar system using suitable materials such as blu tack, clay, cardboard and wood. etc.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.2.1.1		
<b>Performance Indicator</b>	Learners can describe various celebrations in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about types of celebrations in Ghana e.g. Birthday, Indolence Day, Naming babies, festivals  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	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Learners talk about types of celebrations in	Learners role play various celebrations, showing	What have we learnt today?

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	<p>Ghana e.g. Birthday, Indolence Day, Naming babies, fes</p>	<p>important activities like sharing, reconciliation, unity and brotherliness, etc.</p> <p>Assessment: let learners write essay on any of the celebrations</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.2.1.1		
<b>Performance Indicator</b>	Learners can identify the moral significance of sacred passages and oral traditions in the three main religions		
<b>Strand</b>	2: Religious Practices and their Moral Implications		
<b>Sub strand</b>	2: Festivals in the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to identify sacred passages and oral traditions in the three main religions in Ghana.</li> <li>• Let learners isolate 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.</li> </ul> <p>Assessment: let learners identify the moral significance of sacred passages and oral traditions in the three main religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.3.2.1		
<b>Performance Indicator</b>	Learners can describe the economic measures introduced during the colonial period including transport and communication projects.		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Economic Developments Under Colonial Rule		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  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 export items and facilitate movement.  Assessment: let learners describe the economic measures introduced during the colonial period	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	<p>Enquiry routes: What were these economic development under colonial rule?</p> <p>How do sources of evidence help you to understand these developments under colonial rule?</p>	<p>Enumerate contributions of the colonial government to mining sector</p> <p>Assessment: let learners describe the economic measures introduced during the colonial period</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	Creative Arts		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 2.3.4.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ watch a short video or live performances that reflect the physical and social environment of Africa;</li> <li>☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.;</li> <li>☐ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience</li> <li>☐ brainstorm to agree on a theme for the performance</li> <li>☐ send manual and/or electronic invitations to target audience, for example parents, PTA/SMC members,</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>stakeholders, colleague learners;</p> <ul style="list-style-type: none"> <li>☐ 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;</li> <li>☐ decide on mode and arrangement of performances, e.g. monologue/solo/group, costumes, props, etc.;</li> <li>☐ 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;</li> <li>☐ clean and prepare the venue and its environment and make it ready for the performance.</li> <li>☐ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</li> </ul> <p>Assessment: let learners write a plan for display of own portfolio of performing artworks</p>	
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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"><li>• clean and prepare the venue and its environment and make it ready for the performance.</li><li>• plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</li></ul> <p>Assessment: let learners write a plan for display of own portfolio of performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.3.2.1		
<b>Performance Indicator</b>	Learners can compare the difference in throwing a ball with the “left hand and right hand” and kicking a ball with “left foot and right foot for distance”.		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners compare and discuss the difference as obviously, one hand would be stronger than the other. It is much easier for the stronger hand to 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.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.2.1. B5.5.1.2.2. B5.5.1.2.3.		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Programming and databases		
<b>Sub strand</b>	2: introduction to electronic spreadsheet(tabs and ribbons manipulation		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Play video on Electronic Spreadsheets and their uses in society. Assist learners to list examples 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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the importance of Electronic Spreadsheets	
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<b>Learning Indicator (s) (Ref. No.)</b>	B5.4.3.1.3 Write their own simple descriptive essays on given topics B5.4.4.1.1 Write a simple persuasive essay through controlled composition. B5.4.4.1.2 Write simple persuasive essays about domestic issues		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write their own simple descriptive essays on given topics</li> <li>The learner should write a simple persuasive essay through controlled composition.</li> <li>The learner should write simple persuasive essays about domestic issues</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use controlled composition to write a simple descriptive essay on a cardboard.</li> <li>Guide learners to write simple descriptive essays on given topics of at least three paragraphs and read some aloud in class</li> </ul> <p>Assessment: let learners write their own simple descriptive essays on given topics</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use controlled composition to write a</li> </ul>	<p>What have we learnt today?</p>

		<p>simple persuasive essay on a cardboard.</p> <ul style="list-style-type: none"> <li>• Read the sample persuasive essays on the cardboard and discuss some of its structure and features.</li> <li>• Let learners compose a simple persuasive essay through controlled composition individually and read some aloud to class</li> </ul> <p>Assessment: let learners write a simple persuasive essay through controlled composition.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss domestic issues with learners.</li> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Allow learners to write simple persuasive essays about domestic issues</li> </ul> <p>Assessment: let learners write simple persuasive essays about domestic issues</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.2 B6.2.7.1.1 B6.3.5.1.4 B6.4.11.1.1. B6.5.4.1.3 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts)</p> <p>B. Learners can construct meaning from texts</p> <p>C. Learners can use the simple present form of verbs in sentences:</p> <p>D. Learners can write freely about topics of choice on national issues and issues from different learning areas</p> <p>E. Learners can use a range of verb forms in speech and in writing</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Referring to a recently read story, assist learners to identify the sequence	What have we learnt today?

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		<p>of events in the story. e.g. The beginning, middle, and ending.</p> <ul style="list-style-type: none"> <li>• Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end</li> </ul> <p>Assessment: let learners relate the sequence of events</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> <li>• Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</li> <li>• Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>• Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>• Lay emphasis on the need to use the environment of a word to get its meaning.</li> </ul> <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups. <ul style="list-style-type: none"> <li>• Groups may write and present their work to the class.</li> <li>• Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> <li>– scheduled future actions E.g. The bus leaves early tomorrow.</li> <li>– future possibilities or plans e.g. If he doesn't come early, we shall go without him.</li> </ul> </li> </ul> </li> </ul> <p>Assessment: let learners use the simple present form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas.</p> <ul style="list-style-type: none"> <li>• Guide learners to brainstorm and generate ideas.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Have learners organise their ideas to write their first draft.</li> <li>• They revise their first draft.</li> <li>• Learners then, peer edit their work.</li> <li>• Have them present their work for class discussion and correction.</li> <li>• They then write the final draft and display their work for their peers to read.</li> </ul> <p>Assessment: let learners write freely about topics of choice on national issues and issues from different learning areas</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Guide learners with examples to construct sentences using the past perfect form of verbs.</li> </ul> <p>E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</p> <ul style="list-style-type: none"> <li>• Let learners write a letter to an elderly relative on something that happened in the past.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• 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.</li> <li>• Have learners write a mind map to guide their writing.</li> </ul> <p>Learners edit their writing at every stage e.g. introduction, body and conclusion. Encourage them to share their work with other groups</p> <p>Assessment: let learners use a range of verb forms in speech and in writing</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>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</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
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 (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 political parties took part in the 1951 general elections? What was the outcome of that election?	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections  Assessment: let learners explain how Ghana gained independence through constitutional means	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	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain how Ghana gained independence through constitutional means	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.1		
<b>Performance Indicator</b>	Learners can construct an electric circuit and know the functions of its components		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic 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 components	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit. • Learners draw the circuits they have constructed	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners construct an electric circuit and know the functions of its components	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.1.1                      B6.1.4.1.2		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>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</li> <li>Learners can Express ratios in equivalent forms, compare and order ratios</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratios and Proportion		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p>	<p>Review the lesson with Learners</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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 <math>\frac{2}{3}</math> ; 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</p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Use the concept of ratio as a fraction to find equivalent ratios that can be easily compared. The</p>	<p>Review the lesson with Learners</p>

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>ratio 2:3 can be expressed as <math>\frac{2}{3}</math> ; 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</p>	<p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>Solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that 10: q = 2 : 3, find q. (ii) The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 2.3.4.2		
<b>Performance Indicator</b>	Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect emerging topical issues in Ghana;</li> <li>☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.;</li> <li>☐ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>☑ brainstorm to agree on a theme for the performance;</li> <li>☑ send manual and/or electronic invitations to target audience</li> </ul> <p>Assessment: let learners write a plan a display of own performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>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;</p> <ul style="list-style-type: none"> <li>☑ decide on mode and arrangement of performances</li> <li>☑ 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);</li> <li>☑ clean and prepare the venue and its environment and make it ready for the performance;</li> <li>☑ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners write a plan a display of own performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.2.1		
<b>Performance Indicator</b>	Learners can Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	To get started, one needs to learn four basic strokes: the forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners master these strokes, the teacher can go on to more complex techniques that will raise the level of their game	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	: INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Show examples of modified data in (a) worksheet(s), either on projected screens or pictures. Guide learners to modify the appearance of 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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners print the content of an MS-Excel worksheet.	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.2.1.1.		
<b>Performance Indicator</b>	Learners can identify two ways of making festivals beneficial to the communities		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, 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	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 draw a durbar of chiefs during festival celebrations	What have we learnt today?

		Assessment: let learners identify two ways of making festivals beneficial to the communities	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B6. 3.1.1.1.
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions
<b>Strand</b>	Religious Leaders
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners.</li> <li>• Let learners dramatise the latter lives of the religious leaders</li> </ul> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>	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 descriptive composition on a certain process.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should write a descriptive composition on a given object</li> <li>• The learner should Write a descriptive essay about a situation</li> <li>• The learner should write a descriptive composition on a certain process.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show an object to learners.</li> <li>• Pass the object round for learners to touch it.</li> <li>• Call learners in turns to describe the object.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Let learners write a descriptive composition on a given object</li> </ul> <p>Assessment: let learners write a descriptive composition on a given object</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners situations that can occur in the home or school or community.</li> <li>• Let learners describe any of the situations in groups and say to the class.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Lead learners to compose a descriptive essay about a situation.</li> </ul> <p>Assessment: let learners write a descriptive essay about a situation</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners processes in doing things like cooking, installing a chief, etc.</li> <li>• Ask a learner the process and describe it to the class.</li> <li>• Assist learners to write a descriptive composition on a certain process.</li> </ul> <p>Assessment: let learners write a descriptive composition on a certain process</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities</p>	<p><b>INDICATORS:</b> K1.4.1.1.1          K1.4.1.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>• Learners can visit and talk about some special places in our community</li> <li>• Learners can use visual information (illustrations) when reading.</li> </ul>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER</b> 10 <i>MINS</i></p> <p><b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN</b> <i>40MINS</i></p> <p><b>(New Learning Including Assessment)</b></p>	<p>Using a poster or pictures depicting special places in the community, have learners identify and name places in the community they have been to.</p> <p>Plan and take learners out to a field trip to special places like the police station, the chief's house, etc.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>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.</p> <p>Have learners group their drawing according to the drawn places write number under each group.</p> <p>Use the numbers to take learners through subtraction activities.</p> <p>let learners use shapes to form patterns</p> <p>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</p> <p>Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community</p> <p>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.</p> <p>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.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Tuesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.3  <b>PERFORMANCE INDICATOR:</b> Learners can listen attentively and interact with peers during a teacher-read-aloud session about special places in our community.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>		Follow the before reading, during reading and after reading strategies as you read a big book on special places in the community  Encourage the learners to Interact actively with peers during the teacher read aloud session on the theme.	
		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	<p>Ask leading questions and have learners answer to bring out the main points in the text.</p> <p>Assist learners to use illustrations and picture to enable them to understand unfamiliar words.</p> <p>Have learner retell the story in their own words.</p> <p>let learners tell their version of the story read. Have the learners group the special places they go often and where they rarely go.</p> <p>Have learners represent the number of the places with pebbles, cut out shapes, shells, etc.</p> <p>Have learners arrange them vertically on their tables to have a visual representation and place their respective number card under them.</p> <p>Assist the learner to replicate their findings on the board before they write it into their exercise books.</p> <p>Assessment: let learners retell the story in their own words.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can find as many words in the community in which we can find the new letter-sound for the week.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>		Introduce the letter by teaching a tongue twister in which the sound is. (for example, /Kk/) Kororoko ko nu kakaka be koklo kuku ko yeadu. (Ewe)  Kakaw na kaw na ayamukaw (Mfantse)  Ask learners the sound they hear most.	
		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	<p>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.</p> <p>Demonstrate how to write the letter in the air, on the back of learners and on a flash card.</p> <p>Learners take turns with you to practice as a whole class, in small groups, in pairs and individually.</p> <p>Scaffold learners to search for words in the community in which we can find the target letter sound e.g. bakery, lake, kite, etc.</p> <p>Make a word wall (a chart on the wall) where you keep track of all the words found (a list of k w).</p> <p>Assessment: let learners find as many words in the community in which we can find the new letter-sound for the week</p>	
<p><b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL PLACES IN MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can colour nicely a scene from the community and label it.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Provide an outline or allow the learners to draw a scene from the special places visited, colour it nicely, put a caption or label on it using their own invented spelling and paste it in the classroom.  Assessment: let learners colour nicely a scene from the community and label it.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

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<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	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 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.  Assessment: let learners demonstrate their understanding of the concept of addition by combining people and objects and finding how many altogether	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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**TERM TWO**  
**KG 2**  
**WEEK SEVEN**

## WEEKLY LESSON PLAN FOR KG 2- WEEK SEVEN

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community	<b>INDICATORS:</b> K2.4.2.1.1	
	<b>PERFORMANCE INDICATOR:</b>  Learners can talk about and discuss the various occupations in our community.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	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.  Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.  Call on learners randomly to answer questions or contribute to the discussion.  Have learners mention some occupations in their vicinity.  Show pictures and discuss each occupation and what they do.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<p>Learners to indicate their preferred and aspired occupation</p> <p>Assessment: let learners talk about and discuss the various occupations in our community</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.1
		<b>PERFORMANCE INDICATOR:</b>  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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	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.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

	Assessment: let learners share lessons learnt on the theme of the week.	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.4  <b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b>  <i>40MINS</i>  <b>(New Learning Including Assessment)</b>	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about.  ☑ Guide them to use the above knowledge to talk about their preferred occupation briefly.  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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners write the letter and key word boldly and legibly in their books	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.6  <b>PERFORMANCE INDICATOR:</b>  Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b>  <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b>  <b>(New Learning Including Assessment)</b>	Using the coloured rubber counters, or legos, or different bottle tops,  Guide learners to create patterns with different colours.   Assessment: let learners create simple patterns with more than one of shape, colour, size, sounds or movements	Poster/ cut out picture   Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b>  <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO  
BASIC ONE  
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		Learners can recognise and relate the sequence of events in a narrative text Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions Learners can write simple familiar words 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	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.</p> <p>Assessment: let learners use illustrations, text clues (title, headings) and context to make inferences and predictions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners mention their favourite dishes or food.</p> <ul style="list-style-type: none"> <li>• Let learners select one food and talk about the ingredients used in its preparation, e.g. Jollof.</li> <li>• Let learners mention the ingredients as teacher writes them on the board.</li> </ul> <p>Assessment: let learners write simple familiar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> </ul> <p>Assessment: let learners identify adjectives and use them to describe oneself and other people</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.1		
<b>Performance Indicator</b>	Learners can Use counting on, counting down and missing addend strategies for adding and subtracting within 20		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	5. Relating subtraction to comparison or finding the difference (Recognizing that subtracting 5 from 8 is the same as ' 5 is how many less than 8; or '8 is how many more than 5;	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,	5. Relating subtraction to comparison or finding the difference (Recognizing that subtracting 5 from 8 is the same as ' 5 is how many less than 8; or '8 is how many more than 5;	Review the lesson with Learners  Assessment: have learners to practice with more examples
Wednesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given $7 - \underline{\quad} = 5$ , change the question to the addition $5 + \underline{\quad} = 7$ . The answer is 2, so $7 - 2 = 5$ ).	Review the lesson with Learners  Assessment: have learners to practice with more examples

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	<p>2 - Two pair, two pair come pair let us pair</p>	<p><math>7 - = \boxed{\text{What?}} \quad 5</math></p> <p>means <math>5 \quad +</math></p> <p><math>\boxed{\text{What?}} = 7</math></p> <p><math>\boxed{\text{What?}}</math> means <math>6 \quad + \quad \boxed{\text{What?}}</math></p> <p><math>8 - 6 = = 8</math></p>	
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given <math>7 - \_ = 5</math>, change the question to the addition <math>5 + \_ = 7</math>. The answer is 2, so <math>7 - 2 = 5</math>.)</p> <p><math>7 - = \boxed{\text{What?}} \quad 5</math></p> <p>means <math>5 \quad +</math></p> <p><math>\boxed{\text{What?}} = 7</math></p> <p><math>\boxed{\text{What?}}</math> means <math>6 \quad + \quad \boxed{\text{What?}}</math></p> <p><math>8 - 6 = = 8</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>"Using addition to subtract" or re-writing as addition sentence and finding the missing addend (i.e., if given <math>7 - \_ = 5</math>, change the question to the addition <math>5 + \_ = 7</math>. The answer is 2, so <math>7 - 2 = 5</math>.)</p> <p><math>7 - = \boxed{\text{What?}} \quad 5</math></p> <p>means <math>5 \quad +</math></p> <p><math>\boxed{\text{What?}} = 7</math></p> <p><math>\boxed{\text{What?}}</math> means <math>6 \quad + \quad \boxed{\text{What?}}</math></p> <p><math>8 - 6 = = 8</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

		$7 - = \boxed{\text{What?}} \quad 5$ means 5 + $\boxed{\text{What?}} = 7$										
		<table border="1"> <tr> <td>What?</td> <td>means 6</td> <td>What?</td> </tr> <tr> <td></td> <td>+</td> <td></td> </tr> <tr> <td>8 -</td> <td>6</td> <td>= = 8</td> </tr> </table>	What?	means 6	What?		+		8 -	6	= = 8	
What?	means 6	What?										
	+											
8 -	6	= = 8										

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.2.1.1		
<b>Performance Indicator</b>	Learners can know the places where living things live (land, air, and water)		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners observe different habitats around the school, e. g. a tree which houses some birds and insects, a bush or a pond.</li> <li>• Observe videos or pictures of places where living things live e.g. a marshy area, forest, a pond etc.</li> <li>• Display pictures of air, water and land habitats with different organisms.</li> <li>• 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.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners identify the places where living things live	
Thursday	Engage learners to sing songs and recite familiar rhymes	Engage learners to draw organisms in their natural homes.  Assessment: let learners draw organisms in their natural homes.	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1.2		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures, video clips, etc. of songs and recitations from the three main religions.</li> <li>• Let learners sing and recite texts from the three main religions: 1. The Lord’s Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> <p>Assessment: let learners recite religious passages and sing religious songs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.3.1.2		
<b>Performance Indicator</b>	Learners can recall when the name Ghana came into formal use		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	How Ghana Got Its Name		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain 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
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

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.2.1		
<b>Performance Indicator</b>	Learners can Distinguish between a jog and a run; a hop and a jump; and a gallop and a slide.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Demonstrate the pair of movements and ask learners to distinguish them by their names. For example, a jog and a run. Let them do this at the end of a related practical lesson	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can narrate the stories of the birth of religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR). Learners tell stories about the birth of the religious leaders.  Assessment: let learners narrate the stories of the birth of religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Show pictures and video clips depicting the birth of the religious leaders: Christian, Islam and African Traditional Religion (ATR). Learners tell stories about the birth of the religious leaders.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners narrate the stories of the birth of religious leaders	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.3.5.2		
<b>Performance Indicator</b>	Learners can exhibit own artworks to share own creative experiences of visual artworks that reflect the natural and manmade environments of the local community		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on the natural and manmade environments of the local community  Assessment: let learners exhibit own 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 the natural and manmade environments of the local community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners exhibit own artworks	
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<b>Learning Indicator (s) (Ref. No.)</b>		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.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should write lower and upper-case letters</li> <li>The learner should copy and trace letters and words from given letter cards on the board.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write the lower and upper case letters on the board.</li> <li>Talk about the letters written on the board.</li> <li>Say the sounds of the letters aloud to the learners.</li> <li>Lead learners to write the lower- and upper-case letters correctly.</li> </ul> <p>Assessment: let learners write lower and upper-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Provide learners with letter cards.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Lead learners to trace the letters on the cards.</li> <li>• Charge learners to write the letters without tracing.</li> </ul> <p>NB: Teacher to go around to monitor this activity.</p> <p>Assessment: let learners should copy and trace letters and words from given letter cards on the board.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Provide learners with letter cards.</li> <li>• Lead learners to trace the letters on the cards.</li> <li>• Charge learners to write the letters without tracing.</li> </ul> <p>NB: Teacher to go around to monitor this activity.</p> <p>Assessment: let learners should copy and trace letters and words from given letter cards on the board.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **TERM TWO BASIC TWO WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

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BASIC FOUR

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	Two
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	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
<b>Performance Indicator</b>	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
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Before Reading – Activate the previous knowledge of the learners by making them think-pair and share with their friends. <ul style="list-style-type: none"> <li>• Discuss illustrations accompanying the text.</li> <li>• Have them predict the content of the text.</li> <li>• Teach key vocabulary.</li> <li>• During Reading – Read the text aloud to learners.</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Pause often and have learners talk about the content of the text.</p> <p>Assessment: let learners answer simple questions based on the text</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Have learners read level-appropriate texts in pairs.</p> <ul style="list-style-type: none"> <li>• Guide learners to ask and answer simple inferential questions on the texts</li> </ul> <p>Assessment: let learners answer factual and inferential questions about level appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc.</li> <li>• Let learners study the pictures and interpret them.</li> <li>• Let learners, in pairs, discuss their opinions.</li> </ul> <p>Assessment: let learners write at least a sentence to share an opinion</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE Let learners use the preposition in, on, in context.</p> <p>Assessment: let learners identify prepositions in sentences to indicate days, dates and places</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.3.5.2		
<b>Performance Indicator</b>	Learners can display own visual artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ display portfolio of own visual artworks to educate and inform the public on artworks that reflect the natural and manmade environments in other parts of Ghana.  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 artworks that reflect the natural and manmade environments in other parts of Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners display own visual artworks	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.4.1.1		
<b>Performance Indicator</b>	Learners can recognise Ghanaian coins, and currency notes to include at least 1 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		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Money		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Display the Ghanaian cedi (coins and notes) currently being used for transaction in Ghana and initiate discussion on the need for monetary transaction.</p> <p>Learners touch feel and say the features of each coin</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Introduce the notes (i.e. 1 cedi, 2 cedis, 5 cedis 10 cedis etc.) in turns and have learners examine and talk about its features</p>	<p>Review the lesson with Learners</p>

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>		<p>Assessment: have learners to practice with more examples</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>State the relationship between <math>\text{¢}2</math> and <math>\text{¢}10</math>; <math>\text{¢}5</math> and <math>\text{¢}10</math>; <math>\text{¢}2</math> and <math>\text{¢}20</math>; <math>\text{¢}5</math> and <math>\text{¢}20</math>, <math>\text{¢}10</math> and <math>\text{¢}50</math></p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>. State the relationship between <math>\text{¢}2</math> and <math>\text{¢}10</math>; <math>\text{¢}5</math> and <math>\text{¢}10</math>; <math>\text{¢}2</math> and <math>\text{¢}20</math>; <math>\text{¢}5</math> and <math>\text{¢}20</math>, <math>\text{¢}10</math> and <math>\text{¢}50</math></p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>. State the relationship between <math>\text{¢}2</math> and <math>\text{¢}10</math>; <math>\text{¢}5</math> and <math>\text{¢}10</math>; <math>\text{¢}2</math> and <math>\text{¢}20</math>; <math>\text{¢}5</math> and <math>\text{¢}20</math>, <math>\text{¢}10</math> and <math>\text{¢}50</math></p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.2.1.1		
<b>Performance Indicator</b>	Learners can recognise the importance of safety when using electricity		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention electrical items they use in the home. <ul style="list-style-type: none"> <li>Learners view pictures of how people use electricity in the home, school and community and talk about it.</li> </ul> Assessment: let learners mention the uses electricity in the home, school and community	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Teacher reinforces learners' ideas on the safe use of electricity. <ul style="list-style-type: none"> <li>In groups, learners critique pictures of scenarios of someone using electricity in a safe or unsafe way, e.g. plugging uninsulated</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>(naked) wires into sockets, climbing electricity pole, touching water being heated with a water heater.</p> <p>Assessment: let learners mention the importance of safety when using electricity</p>	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 3.1.1.1:		
<b>Performance Indicator</b>	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Early Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam-S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc. <ul style="list-style-type: none"> <li>• Discuss with learners the early lives of these religious leaders.</li> <li>- The Lord Jesus Christ;</li> <li>- The Holy Prophet Muhammad (SAW),</li> </ul> Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaian women who have made significant contributions to national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  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 development	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	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

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.2.2.1		
<b>Performance Indicator</b>	Learners can distinguish between 'a hop and a jump'.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Hopping involves taking off on one foot and land on the same foot. Jumping also involves taking off with both feet and land on both feet. Gallop involves moving one leg leading and the other is rapidly brought forward to it while sliding is one count movement to the side.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.3.1. 1.		
<b>Performance Indicator</b>	Learners can explain the importance of respecting the rights of others		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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



		<ul style="list-style-type: none"> <li>• Let learners keep practicing those they have difficulty with.</li> </ul> <p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Write the letters of the alphabet and simple words on the board.</p> <ul style="list-style-type: none"> <li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li> <li>• Let learners keep practicing those they have difficulty with.</li> </ul> <p>Assessment: let learners practise saying letters or words that present difficulty to them</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC THREE  
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC THREE

Name of School.....

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

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

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.2.6.3		
<b>Performance Indicator</b>	Learners can 3 Use concrete and pictorial representation to explain division as inverse of multiplication		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Explain that division can be carried out as an inverse of multiplication by the following process: For example, to solve $12 \div 3$  $12 \div 3$ <input type="text" value="what"/> = 12  Which means  $3 \times$ <input type="text" value="what"/> = 12  Learners use the multiplication chart to identify the number which multiplies 3 to obtain 12 Learners choose the number as the answer to the problem That is $12 \div 3 = 4$	Review the lesson with Learners  Assessment: have learners to practice with more examples

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

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

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

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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.2.1. 1.		
<b>Performance Indicator</b>	Learners can describe how various festivals are celebrated		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention religious festivals they have witnessed: i. Islam-Eid-ul-Fitr, Eid-ul-Adha ii. Christianity-Easter, Christmas, Ash Wednesday, Pentecost Day iii. Traditional- Aboakyer, Hogbetsotso, Adae, Fetu Afahy€, Feok, etc. Show pictures and videos of religious festivals  Learners role play activities that take place during the festivals and talk about them.  Assessment: let learners describe how various festivals are celebrate	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners narrate the events in the festivals they have participated in and their importance.</p> <p>Learners draw scenes they saw during the festival they witnessed</p> <p>Assessment: let learners describe how various festivals are celebrated</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	With the use of internet, identify the major forts and castles on Ghana's coast on a map (where they are located, which Europeans built them and when and why they were built  Assessment: let learners identify the forts and	What have we learnt today?  Ask learners to summarize the main points in the lesson

		castles built along the coast of Ghana	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.2.2.2		
<b>Performance Indicator</b>	Learners can identify steps and rhythm patterns for traditional and cultural dances.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Show video of traditional and cultural dances of Ghana such as agbadza, adowa, etc and guide learners to identify the steps and rhythm patterns. Learners can also sing and drum their local traditional and cultural dances for above exercise. Basic dance steps are: balancing, closing, hesitating, pivoting, and rocking. Basic dance rhythms are: slow-quick, quick-quick, etc.  Assessment: let learners	What have we learnt today?  Use answers to summarise the lesson.

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

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

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

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

**TERM TWO  
BASIC FOUR  
WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.7.1.4.	B4.2.7.1.1	B4.3.5.1.2
	B4.4.10.1.1	B4.5.5.1.2	B4.6.1.1.1.
<b>Performance Indicator</b>	<p>A. Learners can use background knowledge to aid in understanding and building new knowledge while listening to narrative texts</p> <p>B. Learners can construct meaning from texts read</p> <p>C. Learners can use appropriate subject-verb agreement</p> <p>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.</p> <p>E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>

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Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Have learners listen to a narrative text.</p> <ul style="list-style-type: none"> <li>• Learners in groups identify, discuss and relate the plot of the text to a familiar text.</li> <li>• Have learners listen to the text a second time.</li> </ul> <p>Assessment: In groups, let learners share what they have learnt in the text.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> <li>• Take learners through Before Reading activities such as picture walk, prediction and Before Reading questions etc. to elicit their prior knowledge.</li> <li>• Have learners use their previous knowledge/experience, contextual clues and While Reading questions to make meaning from the text as they read.</li> <li>• Provide After Reading questions to help learners make meaning from the text read.</li> </ul> <p>Assessment: let learners construct meaning from texts read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise nouns and verbs with simple examples.</p> <ul style="list-style-type: none"> <li>• Through discussion and examples help learners to</li> </ul>	<p>What have we learnt today?</p>

		<p>realise rules that govern sentence formation:</p> <ul style="list-style-type: none"> <li>- A Singular subject goes with singular verb. e. g. The boy is in the room.</li> <li>- A Plural subject goes with a plural verb. e. g. The girls are happy.</li> <li>- Collective nouns take singular verb. e. g. The team is playing tomorrow.</li> </ul> <ul style="list-style-type: none"> <li>• Provide sentences for groups to identify the subjects and verbs.</li> <li>• Have learners write their own sentences to be presented to the class.</li> </ul> <p>Assessment: let learners use appropriate subject-verb agreement</p>	<p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Guide learners to narrate an event they participated in e.g. my first day at the national theatre. Learners tell the story sequentially: 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.)</p> <ul style="list-style-type: none"> <li>• Let learners use adjectives and adverbs in describing the physical appearance and state of their characters.</li> <li>• Guide them with examples to write from the first person point of</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>view to start with and later change the same story to read from the third person point of view.</p> <p>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</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Guide learners with examples to talk about their siblings using adjectives.</p> <ul style="list-style-type: none"> <li>• In pairs, learners write two to three sentences to describe their classmates using the three forms of adjectives.</li> </ul> <p>Assessment: let learners differentiate between how the comparative and superlative adjective forms are used in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-</li> </ul>	Have learners to tell what they read to the whole class

		<p>share their stories with peers.</p> <ul style="list-style-type: none"><li>• Ask each learner to write a-two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.4.1.2                      B4.1.4.1.3		
<b>Performance Indicator</b>	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).		
<b>Strand</b>			
<b>Sub strand</b>			
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use 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  <div style="text-align: center;"> <b>Rounding</b>  <b>85674.875</b>  rounded to  10 ► 85670  100 ► 85700  1 decimal or <math>\frac{1}{10}</math> place ► 85674.9 </div>	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

	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<table border="1"> <thead> <tr> <th></th> <th>Fraction</th> <th>Round to Nearest</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>0.38</td> <td><math>\frac{1}{10}</math></td> <td>0.4</td> </tr> <tr> <td>B</td> <td>4.085</td> <td><math>\frac{1}{10}</math></td> <td></td> </tr> <tr> <td>C</td> <td>56.584</td> <td><math>\frac{1}{10}</math></td> <td></td> </tr> <tr> <td>D</td> <td>18.096</td> <td><math>\frac{1}{10}</math></td> <td></td> </tr> <tr> <td>E</td> <td>30.084</td> <td><math>\frac{1}{100}</math></td> <td></td> </tr> </tbody> </table>		Fraction	Round to Nearest	Result	A	0.38	$\frac{1}{10}$	0.4	B	4.085	$\frac{1}{10}$		C	56.584	$\frac{1}{10}$		D	18.096	$\frac{1}{10}$		E	30.084	$\frac{1}{100}$		<p>Assessment: have learners to practice with more examples</p>
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Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To add 0.64 and 0.39, means sum <math>64/100 + 39/100</math> which is <math>64+39/100 = 103/100 = 1.03</math>.</p> $\begin{array}{r} 0.64 \\ + 0.39 \\ \hline 1.03 \end{array}$ <p>That is, since both are hundredths fractions (i.e. have 2 decimal places) we can line up the decimal points to align the place values and add as whole numbers</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>To add 0.6 and 0.39, one number is in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and add as whole numbers</p> $\begin{array}{r} 0.6 \\ + 0.39 \\ \hline 0.99 \end{array}$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>To subtract 0.6 from 1.39, means <math>139/100 - 6/10 = 139/100 - 60/100 = 139- 60/100 = 79/100 = 0.79</math>. That is, since one number is</p>	<p>Review the lesson with Learners</p>																								

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	<p>1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>in tenths and other is in hundredths (i.e. one has 1 decimal place and the other 2 decimal places) it is important to line up the decimal points to align the place values and subtract as whole numbers.</p> $\begin{array}{r} 1.39 \\ - 0.6 \\ \hline 0.79 \end{array}$	<p>Assessment: have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B4.3.3.1.1	
<b>Performance Indicator</b>		Learners can explain the concept of ecosystem	
<b>Strand</b>		SYSTEMS	
<b>Sub strand</b>		ECOSYSTEM	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of every element/member of a given ecosystem, e.g. frogs, weeds, soil and fish in a pond. <ul style="list-style-type: none"> <li>Brainstorm with learners to come out with responses to what happens when a member of the system is removed.</li> <li>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.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain the concept of ecosystem	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners cite examples of ecosystems in their community and suggest ways of preserving them.</p> <p>Assessment: let learners write ways of preserving them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.2.1.1		
<b>Performance Indicator</b>	Learners can identify celebrations, positive cultural practices and traditions of different cultures in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about celebrations and traditions of different cultures in the community: Christmas, Easter, Eid-UI-Fitr, Eid-UI-Adha, Odwira, Aboakyir, etc.  Assessment: let learners identify celebrations and traditions of different cultures 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 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

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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the call of the religious leaders		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Call of the Leaders of the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners discuss the leaders of the three major religions in Ghana: - The Lord Jesus Christ as the son of God-His Baptism - The Holy Prophet 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.3.1.1		
<b>Performance Indicator</b>	Learners can describe European missionary activities in Ghana		
<b>Strand</b>	Europeans in Ghana		
<b>Sub strand</b>	Missionary Activities		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Which European missionary society was the first to come to the Gold Coast? In which areas did they operate? What was their impact on the lives of Ghanaians?	Identify the missionary societies that came to Ghana (starting from the first to the last).  Identify the missionary societies that came to Ghana (starting from the first to the last).  Assessment: let learners describe European missionary activities 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	Locate places where they operated (e.g. Basel-Akuapem, Bremen-Peki etc)  Assessment: let learners describe European missionary activities in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 1.4.6.2		
<b>Performance Indicator</b>	Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect the natural and manmade environments of some communities in Ghana		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks;</li> </ul> Assessment: let learners write guidelines for appraising and appreciating own and others' 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: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for appreciating and appraising own and/or others visual artworks;</li> </ul> Assessment: let learners write guidelines for	What have we learnt today?  Ask learners to summarize the main points in the lesson

		appraising and appreciating own and others' visual artworks	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.4.2.1		
<b>Performance Indicator</b>	Learners can describe the appropriate body orientation to serve a ball, using the underhand movement pattern.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner stands with feet and shoulders straight. Learner tosses the ball and swings the hand forward to strike the ball upward and forward. Learner moves the leg forward to recover.  Learners practice with feedback as individuals and in a group for mastery, Learners progress at their own pace	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.1.5		
<b>Performance Indicator</b>	Learners can demonstrate basic calculations on sample data		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to perform basic calculations on sample data they have been made to collect using sum, average, percentages etc  Assessment: let learners demonstrate basic calculations on sample data	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	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		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write persuasive essays on given topics.</li> <li>The learner should gather information for the writing of good argumentative essays.</li> <li>The learner should comprehend and discuss how to write for or against a motion in an argumentative essay</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>Guide learners to write persuasive essays on given topics</li> </ul> Assessment: let learners write persuasive essays on given topics.	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss the structure of argumentative writing with learners.</li> <li>Use controlled composition to write a</li> </ul>	What have we learnt today?

		<p>simple argumentative essay on a cardboard.</p> <ul style="list-style-type: none"> <li>• Read the argumentative essay on the board pointing out the structure.</li> <li>• Let learners understand and recognise how to gather information for the writing of good argumentative essays.</li> </ul> <p>Assessment: let learners write points for the writing of good argumentative essays</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Give a topic to the class and put the learners into two groups.</li> <li>• Let one group write for the topic and the other against the topic in class.</li> <li>• Let each group read their write up in class.</li> <li>• Discuss the ways of writing for or against a motion in a given motion in an argumentative essay.</li> <li>• Let individual learners write for or against a given motion.</li> </ul> <p>Assessment: let learners write for or against a motion in an argumentative essay</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC FIVE**  
**WEEK SEVEN**

WEEKLY SCHEME OF LEARNING- WEEK SEVEN

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<p>A. Learners can relate to lessons in stories</p> <p>B. Learners can scan texts for details</p> <p>C. Learners can identify and use indefinite pronouns e.g. someone, anyone, everything etc</p> <p>D. Learners can create settings, characters 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, e.g. direct speech</p> <p>E. Learners can use past perfect in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Assist learners to revise the sequence of a story familiar to them.</p> <ul style="list-style-type: none"> <li>• Have learners identify the characters in the story and</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>the roles the characters played in the story or text.</p> <ul style="list-style-type: none"> <li>• Learners again identify the setting of the story.</li> <li>• Learners identify the moral lessons from the story. <ul style="list-style-type: none"> <li>• Help them discuss and relate the moral lessons to their lives using an example to illustrate that.</li> </ul> </li> <li>• Read a short story to learners and in groups, have them relate to the lessons in the story by repeating the above activities</li> </ul> <p>Assessment: let learners write lessons in stories</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to skim and scan texts for details.</p> <ul style="list-style-type: none"> <li>• Have learners skim/scan a text in a short period/time frame and write down their ideas.</li> <li>• Discuss the answers together as a class</li> </ul> <p>Assessment: let learners scan texts for details and answers</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Introduce indefinite pronouns with examples in sentences.</p> <ul style="list-style-type: none"> <li>• Discuss the indefinite pronouns with learners.</li> <li>• Provide a passage and group learners to identify indefinite pronouns, and use the pronouns identified in sentences.</li> </ul> <p>Assessment: let learners create settings, characters</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		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 songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> <li>• Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</li> <li>• Discuss personal narrative with learners.</li> </ul> <p>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.</p> <p>Prewriting</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Guide learners to individually use appropriate graphic organizers to generate, gather and organise ideas and details for writing.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>E.g. Time Line, 5 Ws Chart. Time Line Organiser</p> <ul style="list-style-type: none"> <li>• Use Time Line for personal narratives to list actions or events in the order in which they occurred.</li> </ul> <p>E.g. Topic..... Events in Chronological Order</p> <ol style="list-style-type: none"> <li>1. Event 1</li> <li>2. Event 2</li> <li>3. Event 3</li> </ol> <p>5 W's Chart</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>e.g. Topic _____ Who? What? When? Where? Why?</p> <ul style="list-style-type: none"> <li>• Guide learners to organise their details into writing plant (beginning, middle and ending</li> </ul> <p>Assessment: let learners create settings, characters and at least one plot in a narrative text</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Narrate an event in the past.</p> <ul style="list-style-type: none"> <li>• Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</li> </ul> <p>Assessment: let learners use past perfect to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.1.5.1.3 B5.2.1.1.1
<b>Performance Indicator</b>	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
<b>Strand</b>	. ALGEBRA
<b>Sub strand</b>	Patterns and Relationships
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Discuss the contexts below in which fractions are used in real life and provide materials for pupils to act them out</p> <p>☒ In shops – discounts, reduction to clear – 50%, etc.</p> <p>☒ In exams expressing marks as percentages</p> <p>☒ Phone battery power used etc.</p>  	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p>	<p>Drawing circle graphs that represent that represent various percentages of</p>	<p>Review the lesson with Learners</p>

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p>	<p>Assessment: have learners to practice with more examples</p>																																																																
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Drawing circle graphs that represent that represent various percentages of halves, fourths and eighths. The graph shows the ages of pupils in Primary 4. If there are 40 pupils in the class, ask questions for pupils to interpret the graph</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																																																																
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>Skip count in multiples of 20, 50, 500, etc. is one way to introduce patterns</p>	<p>Provide students with a thousand number chart or number line with missing numbers and help use the strategy of skip counting to find missing numbers</p> <table border="1"> <tr><td>10</td><td></td><td></td><td></td><td>70</td><td></td><td>90</td><td></td></tr> <tr><td>110</td><td></td><td>130</td><td></td><td>260</td><td></td><td>280</td><td>300</td></tr> <tr><td>310</td><td></td><td></td><td>350</td><td></td><td></td><td>470</td><td>490</td></tr> <tr><td></td><td>530</td><td>540</td><td></td><td></td><td></td><td></td><td>590</td></tr> <tr><td>610</td><td></td><td>640</td><td></td><td></td><td></td><td></td><td>690</td></tr> <tr><td>710</td><td></td><td></td><td>750</td><td></td><td></td><td>780</td><td></td></tr> <tr><td></td><td>830</td><td></td><td></td><td></td><td>870</td><td></td><td></td></tr> <tr><td></td><td>930</td><td>940</td><td>950</td><td></td><td></td><td></td><td></td></tr> </table>	10				70		90		110		130		260		280	300	310			350			470	490		530	540					590	610		640					690	710			750			780			830				870				930	940	950					<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
10				70		90																																																													
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Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Provide students with a thousand number chart or number line with missing numbers and help use the</p>	<p>Review the lesson with Learners</p>																																																																

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- 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

strategy of skip counting  
to find missing numbers

10					70		90	
110		130					100	
					260		280	300
310				350				390
						470	480	
		530	540					590
610			640					690
710				750			780	
		830				870		
		930	940	950				

Assessment: have  
learners to practice with  
more examples

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.3.1.1		
<b>Performance Indicator</b>	Learners can know how various organisms are adapted to survive in their habitat		
<b>Strand</b>	SYSTEMS		
<b>Sub strand</b>	3: ECOSYSTEM		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Begin the lesson with a matching activity using flashcards (write the names of different organisms on flashcards and a list of habitats on another set of flashcards for learners to match with).</p> <ul style="list-style-type: none"> <li>• Learners explain why a bird cannot live in water.</li> <li>• Learners discuss various habitats of animals and plants.</li> </ul> <p>Assessment: let learners write how various organisms are adapted to survive in their habitat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Brainstorm with learners to come out with the meaning of the term habitat.</li> <li>• Learners are asked to give examples of animals that live in water, land and trees.</li> <li>• 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?</li> </ul> <p>Assessment: let learners mention how various organisms are adapted to survive in their habitat</p>	<p>Project: Designing a habitat Learners plan, design and make a model of a habitat using card board, paper, blu tack and clay to show the homes of some animals.</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.3.1.1		
<b>Performance Indicator</b>	Learners can describe fundamental human rights in the family		
<b>Strand</b>	3: OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health  Learners compose songs and rhymes on the right to belong to a family  Assessment: let learners describe fundamental human rights in the family	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 describe fundamental human rights as a family member e.g. right to live with family, right to guardianship, right to education, right to health	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Learners compose songs and rhymes on the right to belong to a family</p> <p>Assessment: let learners describe fundamental human rights in the family</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the key events in the ministry of the leaders of the three religions		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Ministry of the Leaders of the Three Major Religions in Ghana.		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to describe the key events associated with the ministry of the leaders of the three main religions: - The Lord Jesus Christ- 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.1.1		
<b>Performance Indicator</b>	Learners can identify the early protest movements in Ghana before 1945.		
<b>Strand</b>	5: Journey to Independence		
<b>Sub strand</b>	1: Early Protest Movements		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What do we mean by early protest movements? What were some of these early protest movements? Who were the leaders of these early protest movements? What factors led to the formation of these movements?	What is a protest movement? 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 – What is a protest movement? 2. List the main protest movements in Ghana before 1945: - Aborigines Rights Protection Society (ARPS) 1897	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>- National Congress of British West Africa (NCBWA) 1917</li> <li>- The Gold Coast Youth Conference, 1929 –</li> </ul> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>What is a protest movement?</p> <p>2. List the main protest movements in Ghana before 1945</p> <ul style="list-style-type: none"> <li>- National Congress of British West Africa (NCBWA) 1917</li> <li>- The Gold Coast Youth Conference, 1929 –</li> </ul> <p>Assessment: let learners identify the early protest movements in Ghana before 1945</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 1.4.6.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	1: Visual Arts		
<b>Sub strand</b>	4: Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;</p> <p>identify the correct vocabulary to use for appreciating and appraising artworks; ☐ 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; ☐ fix a day/date for the appreciation/appraisal/jury.</p> <p>Suggested Guidelines</p>	

		<p>☐ 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.</p> <p>☐ Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</p> <p>☐ 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).</p> <p>☐ Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc</p> <p>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p> <p>Assessment: let learners write guidelines for appreciating and appraising</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		own and others' visual artworks	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.4.2.1		
<b>Performance Indicator</b>	Learners can explain the purpose of using a side orientation when striking a ball from a batting tee		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.1.1.1 B5.6.1.1.2 B5.6.1.1.3		
<b>Performance Indicator</b>	Learners can explain what a network is. Learners can describe how the internet works Learners can explain what the Internet is		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	6: INTERNET AND SOCIAL MEDIA SUB-STRAND 1: NETWORK OVERVIEW		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide the learners to discuss how devices communicate. Demonstrate simple connectivity between nodes. 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners explain what the Internet is	
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<b>Learning Indicator (s) (Ref. No.)</b>	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		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should write persuasive essays on given topics.</li> <li>• The learner should gather information for the writing of good argumentative essays.</li> <li>• The learner should comprehend and discuss how to write for or against a motion in an argumentative essay</li> </ul>		
Week Ending	7		
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use controlled composition to write a simple persuasive essay on a cardboard.</li> <li>• Guide learners to write persuasive essays on given topics</li> </ul> <p>Assessment: let learners write persuasive essays on given topics.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss the structure of argumentative writing with learners.</li> <li>• Use controlled composition to write a</li> </ul>	<p>What have we learnt today?</p>

		<p>simple argumentative essay on a cardboard.</p> <ul style="list-style-type: none"> <li>• Read the argumentative essay on the board pointing out the structure.</li> <li>• Let learners understand and recognise how to gather information for the writing of good argumentative essays.</li> </ul> <p>Assessment: let learners write points for argumentative essays</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Give a topic to the class and put the learners into two groups.</li> <li>• Let one group write for the topic and the other against the topic in class.</li> <li>• Let each group read their write up in class.</li> <li>• Discuss the ways of writing for or against a motion in a given motion in an argumentative essay.</li> <li>• Let individual learners write for or against a given motion.</li> </ul> <p>Assessment: let learners write for or against a motion in an argumentative essay</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK SIX**

WEEKLY SCHEME OF LEARNING- WEEK SIX

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B6.1.7.1.2 B6.2.7.1.1 B6.3.5.1.4 B6.4.11.1.1. B6.5.4.1.3 B6.6.1.1.1.	
<b>Performance Indicator</b>		<p>G. Learners can relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts</p> <p>H. Learners can construct meaning from texts</p> <p>I. Learners can use the simple present form of verbs in sentences:</p> <p>J. Learners can write freely about topics of choice on national issues and issues from different learning areas</p> <p>K. Learners can use a range of verb forms in speech and in writing</p> <p>L. 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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Referring to a recently read story, assist learners to identify the sequence	What have we learnt today?

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		<p>of events in the story. e.g. The beginning, middle, and ending.</p> <ul style="list-style-type: none"> <li>• Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end</li> </ul> <p>Assessment: let learners mention the sequence of events in a drama</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B .READING</b> Select level-appropriate texts for learners.</p> <ul style="list-style-type: none"> <li>• Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening.</li> <li>• Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>• Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>• Lay emphasis on the need to use the environment of a word to get its meaning.</li> </ul> <p>Assessment: let learners construct meaning from texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>Revise the simple present in context.</p> <ul style="list-style-type: none"> <li>• Present an on-going situation to learners for them to report on it. E.g. A football game/match.</li> <li>• Present similar situations for learners to describe using the simple present, in groups. <ul style="list-style-type: none"> <li>• Groups may write and present their work to the class.</li> <li>• Use texts/sentences to introduce the use of the simple present for: <ul style="list-style-type: none"> <li>– scheduled future actions E.g. The bus leaves early tomorrow.</li> <li>– future possibilities or plans e.g. If he doesn't come early, we shall go without him.</li> </ul> </li> </ul> </li> </ul> <p>Assessment: let learners use the simple present form of verbs in sentences:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D. WRITING</p> <p>Have learners select a topic of their choice on national issues and issues from different learning areas.</p> <ul style="list-style-type: none"> <li>• Guide learners to brainstorm and generate ideas.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"> <li>• Have learners organise their ideas to write their first draft.</li> <li>• They revise their first draft.</li> <li>• Learners then, peer edit their work.</li> <li>• Have them present their work for class discussion and correction.</li> <li>• They then write the final draft and display their work for their peers to read.</li> </ul> <p>Assessment: let learners write freely about topics of choice</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Guide learners, with examples, to form sentences in the past perfect tense. Learners narrate a short event using the simple past and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Guide learners with examples to construct sentences using the past perfect form of verbs.</li> </ul> <p>E.g. When you came I had already finished the work. Let learners narrate short events using both tenses.</p> <ul style="list-style-type: none"> <li>• Let learners write a letter to an elderly relative on something that happened in the past.</li> <li>• Learners in their groups (mixed ability), choose a</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>topic or event they will want to write on using the past perfect and simple past tenses.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p>Assessment: let learners use a range of verb forms in writing sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>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</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can explain how Ghana gained independence through constitutional means		
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 (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 political parties took part in the 1951 general elections? What was the outcome of that election?	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections  Assessment: let learners explain how Ghana gained independence through constitutional means	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	Use a resource person (retired educationalist, veteran soldier, retired police officer, senior citizens etc.) to discuss the sequence of events leading to the 1956 elections	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners explain how Ghana gained independence through constitutional means	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.1		
<b>Performance Indicator</b>	Learners can construct an electric circuit and know the functions of its components		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic 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	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit. • Learners draw the circuits they have constructed  Assessment: let learners construct an electric circuit	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		and identify the functions of its components	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.1.1                      B6.1.4.1.2		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>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</li> <li>Learners can Express ratios in equivalent forms, compare and order ratios</li> </ul>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratios and Proportion		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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</p>	<p>Review the lesson with Learners</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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 <math>\frac{2}{3}</math> ; 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</p>	<p>Assessment: have learners to practice with more examples</p>

<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>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 <math>\frac{2}{3}</math> ; 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</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>Solve simple problems that involve simplifying, comparing, finding missing and total ratios. E.g. (i) Given that 10: q = 2 : 3, find q. (ii) The ratio of boys to girls in a class room is 7 to 11. If there are a total of 49 boys in the classroom, then how many boys and girls are there altogether?</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 2.3.4.2		
<b>Performance Indicator</b>	Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect emerging topical issues in Ghana; <input type="checkbox"/> discuss the need for performing compositions of own music, dance, drama, poetry etc.;; <input type="checkbox"/> develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience <input type="checkbox"/> brainstorm to agree on a theme for the performance;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☑ send manual and/or electronic invitations to target audience</p> <p>Assessment: let learners write a plan for display of own performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>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;</p> <p>☑ decide on mode and arrangement of performances</p> <p>☑ 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);</p> <p>☑ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☑ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting</p> <p>Assessment: let learners let learners write a plan</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		for display of own performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.2.2.1		
<b>Performance Indicator</b>	Learners can Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	To get started, one needs to learn four basic strokes: the forehand drive, the forehand push, the backhand drive and the backhand push. Once the learners master these strokes, the teacher can go on to more complex techniques that will raise the level of their game	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.5.3.1.5 B6.5.3.1.6 B6.5.3.1.7.		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	PROGRAMMING AND DATABASES		
<b>Sub strand</b>	: INTRODUCTION TO ELECTRONIC SPREADSHEET		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Show examples of modified data in (a) worksheet(s), either on projected screens or pictures. Guide learners to modify the appearance of 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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.2.1.1.		
<b>Performance Indicator</b>	Learners can identify two ways of making festivals beneficial to the communities		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of making celebrations of festivals beneficial to the communities e.g. use festival occasions to plan for development, 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	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 draw a durbar of chiefs during festival celebrations	What have we learnt today?

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		Assessment: let learners draw a durbar of chiefs during festival celebrations	Ask learners to summarize the main points in the lesson
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show pictures or video clips on the latter lives of Jesus Christ and a traditional leader to learners.</li> <li>• Let learners dramatise the latter lives of the religious leaders</li> </ul> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>	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.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should write a persuasive essay on a given topic.</li> <li>• The learner should write a persuasive essay about education</li> <li>• The learner should write a persuasive essay on a national issue.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss ways that persuasion can be achieved.</li> <li>• Discuss some vocabularies that are used in persuasion and write some on the board.</li> <li>• Discuss with learners how to write persuasive essays by looking at structure and content.</li> <li>• Let learners write a persuasive essay on a given topics.</li> </ul> <p>Assessment: let learners write a persuasive essay on a given topic.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners situations that can occur in the home or school or community.</li> <li>• Let learners describe any of the situations in groups and say to the class.</li> <li>• Discuss with learners how to write descriptive composition.</li> <li>• Lead learners to compose a descriptive essay about a situation.</li> </ul> <p>Assessment: let learners write a persuasive essay about education</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners processes in doing things like cooking, installing a chief, etc.</li> <li>• Ask a learner the process and describe it to the class.</li> <li>• Assist learners to write a persuasive composition on a certain process</li> </ul> <p>Assessment: let learners write a persuasive essay on a national issue.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities</p>	<p><b>INDICATORS:</b> K1.4.2.1.1 K1. 4.2.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>Learners can talk about who the neighbours are, the work they do and how important their profession are in the community</li> <li>Learners can demonstrate that sentences are made of words and that words are separated in print.</li> </ul>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do.</p> <p>Learners should first talk about the occupation of their parents. e.g. My parents are both farmers.</p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>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.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence.</p> <p>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.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.2.1.3 K1.4.2.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can interact with resource people from different occupation Learners can recognize the letter-sound learnt in the previous week in words
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.2.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can write boldly and legibly the target letter for the week and add a name of a friend to it
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1. 4.2.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and 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  Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers. <b>Assessment:</b> Let learners work in pairs and individually to solve problems in their exercise books.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO**  
**KG 2**  
**WEEK EIGHT**

## WEEKLY LESSON PLAN FOR KG 2- WEEK EIGHT

Name of School.....

<b>DATE:</b>  <b>DAY:</b> Monday  <b>CLASS:</b> KG 2	<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community	<b>INDICATORS:</b> K2.4.2.1.1	
	<b>PERFORMANCE INDICATOR:</b> Learners can talk about and discuss the various occupations in our community.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>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.</p> <p>Display a conversational poster (#30) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p>Have learners mention some occupations in their vicinity.</p> <p>Show pictures and discuss each occupation and what they do. Learners to indicate their preferred and aspired occupation</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	Assessment: let learners talk about and discuss the various occupations in our community	
<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.1
		<b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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.  Assessment: let learners share lessons learnt on the theme of the week.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.4  <b>PERFORMANCE INDICATOR:</b> 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.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Let learners dress up in their future careers' uniform, dramatize what they will be doing and using the vocabulary learnt to describe their future career and what the occupation is all about. ☑ Guide them to use the above knowledge to talk about their preferred occupation briefly. 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.1.5
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Rapidly revise the letter sounds learnt so far. ☑ Follow the procedure as in K2 .1.1.1.5 to continue teaching the letter-sound for the week.  Assessment: let learners write the letter and key word boldly and legibly in their books	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K2.4.2.1 Demonstrate understanding of knowing the important people / occupation in our community.		<b>INDICATORS:</b> K2.3.2.6  <b>PERFORMANCE INDICATOR:</b> Learners can create simple patterns with more than one of shape, colour, size, sounds or movements.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
PHASE/DURATION	LEARNERS ACTIVITIES	RESOURCES	
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.		
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using the coloured rubber counters, or legos, or different bottle tops, Guide learners to create patterns with different colours.  Assessment: let learners create simple patterns with more than one of shape, colour, size, sounds or movements	Poster/ cut out picture  Cut out shapes, big books, counters, crayons	
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it		

**TERM TWO  
BASIC ONE  
WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		Learners can recognise and relate the sequence of events in a narrative text Learners can use illustrations, text clues (title, headings) and context to make inferences and predictions Learners can write simple familiar words 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	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  Read a narrative text aloud to learners. • Put learners in pairs/groups to identify and talk about the parts of the story (e.g. beginning, middle and ending).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		ASSESSMENT: let learners mention the sequence of events in a narrative text	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Let learners use illustrations, text and context clues to make predictions before, during and after reading to enhance comprehension of text.</p> <p>ASSESSMENT: let learners use illustrations, text and context clues to make predictions before reading</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Let learners mention their favourite dishes or food.</p> <ul style="list-style-type: none"> <li>• Let learner's select one food and talk about the ingredients used in its preparation, e.g. Jollof.</li> <li>• Let learners mention the ingredients as teacher writes them on the board.</li> <li>• Let them then work as individuals, choose their own special food or dish and write the ingredients.</li> <li>• Let learners do peer editing.</li> </ul> <p>ASSESSMENT: let learners write simple familiar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?

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		<p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> <li>• Have learners write parallel sentences to describe their friends</li> </ul> <p>ASSESSMENT: let learners identify adjectives and use them to describe oneself and other people</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul> <p>ASSESSMENT: let learners read a variety of age – appropriate books and texts from print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.2.4.2		
<b>Performance Indicator</b>	Learners can solve one-step word problems involving addition and subtraction within 20 using a variety of strategies		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Number Operations (Addition, Subtraction, Multiplication and Division		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	. Use a variety of strategies (objects, drawings, mental 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?	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 a variety of strategies (objects, drawings, mental strategies, counting on, doubles etc.) to solve addition word problems to 20 involving adding to,	Review the lesson with Learners

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	<p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>putting together – and with unknowns in all positions. - Ama has 10 mangoes and receives 3 more mangoes. How many mangoes does she have altogether?</p>	<p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use 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.</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use 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.</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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.</p> <p>- Kojo has 15 pencils. He gave 7 to Ato. How many pencils are left?</p> <p>- Kafui had 5 pencils. Kwame had 3 pencils. How many more pencils did Kafui have than Kwame?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1		
<b>Performance Indicator</b>	Learners can understand energy and give examples of its uses		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners talk about why they eat food every day</li> <li>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.</li> <li>Assist learners to come-out with the meaning of energy</li> </ul> <p>ASSESSMENT: let learners explain energy and give examples of its uses</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to brainstorm on what happens when a car runs short of fuel.</p> <ul style="list-style-type: none"> <li>Summarise the learners' responses by</li> </ul>	<p>What have we learnt today?</p>

		<p>explaining to them that energy is what enables us to do work.</p> <p>ASSESSMENT: let learners explain energy and give examples of its uses</p>	<p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1 2.1.1		
<b>Performance Indicator</b>	Learners can recite religious passages and sing religious songs		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Worship in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Show pictures, video clips, etc. of songs and recitations from the three main religions. <ul style="list-style-type: none"> <li>Let learners sing and recite texts from the three main religions: 1. The Lord's Prayer, Psalm 23 (Christian), 2. Al- Fātihah (Islamic) and 3. any recital from the traditional religion-sacred myths, riddle, proverbs, etc. (Traditional).</li> </ul> ASSESSMENT: let learners recite religious passages and sing religious songs	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes. Which individuals have contributed to Ghana's development? How have they contributed to Ghana's development	Identify Ghanaians of diverse professions who have contributed significantly to national development.  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
Thursday	Engage learners to sing songs and recite familiar rhymes	Identify Ghanaians of diverse professions who have contributed significantly to national development.  ASSESSMENT: let learners identify Ghanaians of diverse fields who have	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		contributed significantly to national development	
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Week Ending			
Class	One		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B1.2.3.2.1		
Performance Indicator	Learners can Explain the key differences and similarities in jog and a run, a hop and a jump, and a gallop and a slide		
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.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	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.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can narrate the stories of the birth of religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play the birth of the religious leaders.  Project Work Learners to consult their parents and record: i. their dates of birth ii. town of birth  ASSESSMENT: let learners narrate the stories of the birth of religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the birth of the religious leaders.  ASSESSMENT: let learners narrate the stories of the birth of religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	Displaying and Sharing		
<b>Performance Indicator</b>	Learners can perform own artworks to share own creative experiences of performing artworks that reflect the natural and manmade environments in the local community		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ plan to perform own music, dance and drama to share, educate and inform the target audience on things that reflect the natural and manmade environments in the local community</li> </ul> ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ plan to present some of the music, dance and</li> </ul>	What have we learnt today?

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		<p>drama performed in the local community</p> <p>ASSESSMENT: let learners perform own artworks to share own creative experiences of performing artworks</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B1.3.2.1.4 Trace from a given templates. B1.3.3.1.1 Combine strokes to form shapes of the letters of the alphabets correctly.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should trace from a given templates.</li> <li>The learner should combine strokes to form shapes of the letters of the alphabets correctly.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Provide learners with templates with objects drawn on them.</li> <li>Put learners into groups and lead them to trace the objects on the templates.</li> </ul> <p>ASSESSMENT: let learners should trace from a given templates.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>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</li> </ul>	<p>What have we learnt today?</p>

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		<p>combine them to form letters of the alphabet.</p> <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• 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 letters of the alphabet.</li> </ul> <p>ASSESSMENT: let learners combine strokes to form shapes of the letters of the alphabets correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		Learners can listen to and interact actively with drama 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 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	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE  After Reading – Have learners retell the story. • Let learners role-play the story.  ASSESSMENT: let learners interact actively with drama	What have we learnt today?  Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p style="text-align: center;"><b>B.READING</b></p> <p>Revise some previous stories told.</p> <ul style="list-style-type: none"> <li>• Have learners retell a story using simple herring-bone strategies</li> </ul> <p>ASSESSMENT: let learners retell level-appropriate texts in own words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Show pictures of 'smiley/images on your phone or card', e.g. smiling, angry, indifferent or frightened faces, etc.</li> <li>• Let learners study the pictures and interpret them.</li> <li>• Let learners, in pairs, discuss their opinions.</li> </ul> <p>ASSESSMENT: let learners draw a picture and write at least a sentence to share an opinion</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Let learners use the preposition in, on, in context.</p> <p>ASSESSMENT: let learners identify prepositions in sentences to indicate days, dates and places</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author’s chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>ASSESSMENT: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 2.3.5.2		
<b>Performance Indicator</b>	Learners can perform own artworks to share creative experiences that reflect the natural and manmade environments in other Ghanaian communities		
<b>Strand</b>	PERFORMING ARTS		
<b>Sub strand</b>	Displaying and Sharing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ perform own music, dance and drama to share 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
Wednesday	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 Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners perform own artworks to share creative experiences	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate an understanding of increasing and decreasing number patterns		
<b>Strand</b>	ALGEBRA		
<b>Sub strand</b>	Patterns and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair	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

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	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>5, 10, 20, 25, 30...) and explain the reasoning and strategy used to identify the pattern</p>	<p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.2.1.1		
<b>Performance Indicator</b>	Learners can recognise the importance of safety when using electricity		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Teacher reinforces learners' ideas by mentioning the safety ways of using electricity. <ul style="list-style-type: none"> <li>Learners to know basic safety tips on electricity such as wearing of insulator (plastic/or any other material) shoes and slippers, making sure hands are dry etc., plugging sockets with the aid of insulating materials (plastic/wood etc.) rather than metals</li> </ul> <p>ASSESSMENT: let learners identify the importance of safety when using electricity</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Enquire from learners why electrical gadgets are covered with plastics and wooden materials  ASSESSMENT: let learners mention the importance of safety when using electricity	What have we learnt today?  Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 3.1.1.1:		
<b>Performance Indicator</b>	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Early Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (SallahuAlaihiWasallam-S.A.W (Peace be upon Him)) OkomfoAnokye, TohaZie, EgyaAhor, etc. <ul style="list-style-type: none"> <li>• Discuss with learners the early lives of these religious leaders.</li> <li>- The Lord Jesus Christ;</li> <li>- The Holy Prophet Muhammad (SAW),</li> <li>- A Traditional Leader.</li> </ul> <b>ASSESSMENT:</b> let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaian women who have made significant contributions to national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  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 development	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	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 Ending			
Class	Two		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B2.2.3.2.1:		
Performance Indicator	Learners can compare the body parts		
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.			
DAYS	PHASE 1: STARTER <i>10 MINS</i> (Preparing The Brain For Learning)	PHASE 2: MAIN <i>40MINS</i> (New Learning Including Assessment)	PHASE 3: REFLECTION <i>10MINS</i> (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify that apart from deformity all body parts are almost the same. Learners compare right hand with the left hand, etc	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		OUR WORLD OUR PEOPLE	
<b>Reference</b>		Our World Our People curriculum Page	
<b>Learning Indicator(s)</b>		B2.3.4.1. 1.	
<b>Performance Indicator</b>		Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana	
<b>Strand</b>		OUR BELIEFS AND VALUES	
<b>Sub strand</b>		Being a Leader	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners mention the names of the religious leaders: Jesus Christ, the Holy Prophet (Sallahu Alaihi Wasallam- S.A.W. (Peace be upon him), Okomfo Anokye, Toha Zie, Egya Ahor, etc. Learners talk about the early lives of these religious leaders. <ul style="list-style-type: none"> <li>• The Lord Jesus Christ;</li> <li>• The Holy Prophet Muhammad S.A.W.</li> <li>• A Traditional Leader</li> </ul> <b>ASSESSMENT:</b> let learners narrate the story of the early life of the religious leaders in the three 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	Let learners role play some important aspects of the early life of a religious leader	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	
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<b>Learning Indicator (s) (Ref. No.)</b>	B2.3.3.1.1 Write and practise saying letters they have difficulty with.
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<b>Performance Indicators</b>		The learner should write and practise saying letters they have difficulty with.	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the letters of the alphabet and simple words on the board.</li> <li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li> <li>• Let learners keep practicing those they have difficulty with.</li> </ul> <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the letters of the alphabet and simple words on the board.</li> <li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li> <li>• Let learners keep practicing those they have difficulty with.</li> </ul>	<p>What have we learnt today?</p>

		ASSESSMENT: let learners write and practise saying letters they have difficulty with.	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write the letters of the alphabet and simple words on the board.</li> <li>• Lead learners to say the words and the letters of the alphabet and call learners to say them one after the other.</li> <li>• Let learners keep practicing those they have difficulty with.</li> </ul> <p>ASSESSMENT: let learners write and practise saying letters they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC THREE

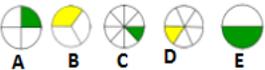
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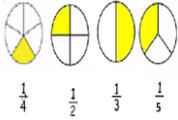
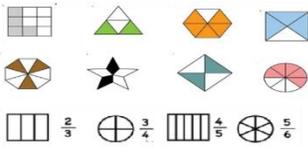
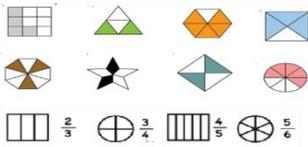
<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.6.2.4. B3.2.6.1.4 B3.4.9.3.1 B3.5.5.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can express a greater variety of communicative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

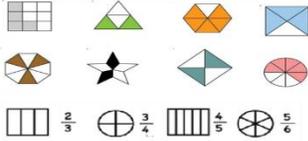
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		<p>disagreeing with partners on issues.</p> <ul style="list-style-type: none"> <li>• Guide learners to express a variety of communicative meanings</li> </ul> <p>ASSESSMENT: let learners tell their partners about their feelings e. g. apologising,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

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.1		
<b>Performance Indicator</b>	Learners can 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		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one  1 - One is one alone, alone it shall be.  2 - Two pair, two pair come pair let us pair  3 - Turn around  4 - Follow me  5 - Fire</p>	<p>Use 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</p> <p>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 <math>\frac{1}{2}</math>; ask learners to write symbols for the fractions A, B, C, D, and E</p> <p style="text-align: center;">  </p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Ask learners to match pictorial representations of fractions to their symbols</p>  <p><math>\frac{1}{4}</math>   <math>\frac{1}{2}</math>   <math>\frac{1}{3}</math>   <math>\frac{1}{5}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>\frac{2}{5}</math>, <math>\frac{3}{8}</math>, <math>\frac{4}{12}</math>, etc. and ask learners to draw and label fractions with their symbols.</p>  <p><math>\frac{2}{5}</math>   <math>\frac{3}{8}</math>   <math>\frac{4}{12}</math>   <math>\frac{5}{6}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use several pictorial representations (or card cut outs) to introduce multiples of unit fractions like thirds, fifths, tenths, etc., show the notations <math>\frac{2}{5}</math>, <math>\frac{3}{8}</math>, <math>\frac{4}{12}</math>, etc. and ask learners to draw and label fractions with their symbols.</p>  <p><math>\frac{2}{5}</math>   <math>\frac{3}{8}</math>   <math>\frac{4}{12}</math>   <math>\frac{5}{6}</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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

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

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

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

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		to which these forts and castles have been put since they were built	
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Week Ending			
Class	Three		
Subject	PHYSICAL EDUCATION		
Reference	PE curriculum Page		
Learning Indicator(s)	B3.2.3.2.1:		
Performance Indicator	Learners can explain the importance of a wide rather than a narrow base of support in balance activities		
Strand	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
Sub strand	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.			
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	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Guide learners to identify that a wide base of support is more stable than a narrow base. During the practical lesson ask two learners to stand up, one with feet apart and other with feet together. Push the two with the same force for learners to observe. The one with the wider base is more stable than other.	What have we learnt today?  Use answers to summarise the lesson.

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

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

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

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

**TERM TWO  
BASIC FOUR  
WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can identify the main idea/gist and details of texts</p> <p>B. Learners can note and recall main ideas in a sequence</p> <p>C. Learners can use the simple present form of verbs in sentences</p> <p>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.</p> <p>E. Learners can differentiate between how the comparative and superlative adjective forms are used in sentences</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE	What have we learnt today?

		<p>Have learners read short stories, newspaper cuttings.</p> <ul style="list-style-type: none"> <li>• Guide them with examples to give the gist and details of the texts.</li> <li>• Guide learners to identify the various text contents as they retell and discuss texts read.</li> <li>• Assist learners to identify themes from the various texts read or discussed. e. g. love, greed, honesty, hard work, etc.</li> <li>• Have them share facts from the story with their peers.</li> </ul> <p>ASSESSMENT: let learners identify the main idea/gist and details of texts</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Using the SQ3R strategy, learners recall main ideas. Learners:</p> <p>S – Survey the text– (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.</p> <p>3R Read – Read for more information.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

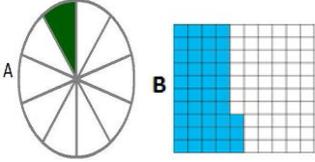
		<p>Recite – Retrieve information from meaning.</p> <p>Review – Go over the main ideas in the text using your own words</p> <p>ASSESSMENT: let learners mention main ideas in a sequence</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Using several examples demonstrate the use of the simple present form of verbs in the sentences (for habitual actions/ for timeless and universal statements).</p> <p>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.</p> <p>ASSESSMENT: let learners use the simple present form of verbs in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		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.	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Two pairs put their work together and do a comparison. Let them share their work with other groups.</p> <p>ASSESSMENT: let learners differentiate between how the comparative and superlative adjective forms are used in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul>	Have learners to tell what they read to the whole class

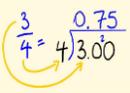
		ASSESSMENT: let learners read a variety of age- and level appropriate books and present a two-paragraph summary of each book read	
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B4.1.5.1.1          B4.1.5.1.2
<b>Performance Indicator</b>	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)
<b>Strand</b>	Number
<b>Sub strand</b>	Number Operations
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	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

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			Assessment: have learners to practice with more examples																												
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Give pupils several common fractions (including improper fractions) to convert into hundredths and write their decimal names or use long division; e.g. <math>3/4 = 75/100 = 75\%</math>.</p>  <table border="1" data-bbox="586 674 1024 1157"> <thead> <tr> <th></th> <th>Fractio n</th> <th>2 Decimal Places</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>A</td> <td><math>\frac{1}{10}</math></td> <td>0.10</td> <td>10%</td> </tr> <tr> <td>B</td> <td><math>\frac{43}{100}</math></td> <td>0.43</td> <td>43%</td> </tr> <tr> <td>C</td> <td></td> <td>0.50</td> <td></td> </tr> <tr> <td>D</td> <td></td> <td>0.35</td> <td></td> </tr> <tr> <td>E</td> <td></td> <td></td> <td></td> </tr> <tr> <td>F</td> <td>:</td> <td></td> <td></td> </tr> </tbody> </table>		Fractio n	2 Decimal Places	Percent	A	$\frac{1}{10}$	0.10	10%	B	$\frac{43}{100}$	0.43	43%	C		0.50		D		0.35		E				F	:			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
	Fractio n	2 Decimal Places	Percent																												
A	$\frac{1}{10}$	0.10	10%																												
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D		0.35																													
E																															
F	:																														
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common, decimal or percent); e.g. to order <math>4/5</math>, <math>0.78</math> and <math>85\%</math> (i) we can express all as decimals <math>\rightarrow 4/5 = 80/100</math>; <math>0.78 = 78/100</math> and <math>85\% = 85/100</math>, hence the order from least to the largest is <math>0.78</math>, <math>4/5</math> and <math>85\%</math>; (ii) we can also express all as percentages <math>\rightarrow 4/5 = 80/100 = 80\%</math>, <math>0.78 = 78/100 = 78\%</math>, and <math>85/100 = 85\%</math>, hence the order from least to the largest is <math>0.78</math>, <math>4/5</math> and <math>85\%</math></p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																												

Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>To compare and order a mixture of common, decimal and percent fractions you can locate the fractions on the number and order them.</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.4.1.1.1		
<b>Performance Indicator</b>	Learners can identify the effect of heat on the change of state of substances		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Guide learners through simple activities to identify effects of heat on substances <ul style="list-style-type: none"> <li>Learners demonstrate evaporation by boiling water and discuss their experiences.</li> </ul> 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 substances	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	Elaborate on learners' ideas to explain how the escaping vapour can be changed into water (through the loss of heat).  ASSESSMENT: let learners identify the effect of heat on the change of state of substances	What have we learnt today?  Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.2.1.1.		
<b>Performance Indicator</b>	Learners can identify celebrations, positive cultural practices and traditions of different cultures in Ghana.		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Festivals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners create stories, songs, poems, that teach them about the importance of celebrations and traditions different cultures of 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,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		positive cultural practices and traditions of different cultures in Ghana	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners prepare traditional foods such as kenkey and fried fish, banku and okro stew, fufu and palm soup, tuo-zafi or sew traditional clothing for celebration for display or reflect and write about traditions their parents have passed down to them.</p> <p>ASSESSMENT: let learners identify celebrations, positive cultural practices and traditions of different cultures in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the call of the religious leaders		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Call of the Leaders of the Three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Invite a resource person to talk about the call of each religious personality. <ul style="list-style-type: none"> <li>• Guide learners to discuss what they have heard about the religious personalities</li> </ul> ASSESSMENT: let learners describe the call of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.3.1.1		
<b>Performance Indicator</b>	Learners can describe European missionary activities in Ghana		
<b>Strand</b>	Europeans in Ghana		
<b>Sub strand</b>	Missionary Activities		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss Christianity and formal education as some of the major impacts of European presence in Ghana.  ASSESSMENT: let learners describe European missionary activities 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	Show and discuss video/documentary of European activities in Ghana  ASSESSMENT: let learners describe European missionary activities in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B4 2.4.6.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guidelines suggested</li> </ul> ASSESSMENT: let learners write guidelines for appraising and appreciating own and others' performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and</li> </ul>	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	

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.2.5.2.1		
<b>Performance Indicator</b>	Learners can identify the difference between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Dribbling is the act of keeping the ball under the control of the player with the foot. In dribbling without an opponent, the player with 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.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.2.1.		
<b>Performance Indicator</b>	Learners can identify the steps and issues involved in data collection		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore: I. the steps and issues involved in collection of data, a) identify the reason(s) for collecting 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 b) Intentional manipulation of data c) Random errors etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners identify the steps and issues involved in data collection	
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<b>Learning Indicator (s) (Ref. No.)</b>	B4.4.6.1.2 Write picture events B4.4.6.1.3 Edit your writing B4.4.7.1.1 Comprehend the process in writing poems, prose, and plays		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write picture events</li> <li>The learner should edit your writing</li> <li>The learner should comprehend the process in writing poems, prose, and plays</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners mention some things in the classroom.</li> <li>Let learners cut out pictures from magazines.</li> <li>Let them create a picture book.</li> <li>With their own picture book, help learners to write picture events.</li> </ul> <p>ASSESSMENT: let learners write picture events</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners a topic.</li> <li>Let learners write their own passage on the topic.</li> <li>Let learners do peer editing of their own writings.</li> </ul>	<p>What have we learnt today?</p>

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		ASSESSMENT: let learners edit a draft	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a song they know.</li> <li>• Discuss with learners some features of plays, prose and poems.</li> <li>• Through discussion, encourage learners to comprehend the process in writing poems, prose and plays.</li> </ul> <p>ASSESSMENT: let learners identify the process in writing poems, prose, and plays</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC FIVE  
WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.7.1.4. B5.2.7.1.4. B5.3.3.1.1 B5.4.10.1.1 B5.5.4.1.3. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can use background knowledge to understand and build new knowledge while listening to drama</p> <p>B. Learners can read level-appropriate texts silently and closely for comprehension</p> <p>C. Learners can identify and use Possessive pronouns to show possession, e.g. mine, ours etc</p> <p>D. Learners can create settings, characters 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, e.g. direct speech</p> <p>E. Learners can use past perfect in speech and in writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Have learners listen to a drama. • Learners in groups identify, discuss and relate	What have we learnt today?

		<p>the plot of the drama to a familiar text.</p> <ul style="list-style-type: none"> <li>• Have learners listen to the drama a second time.</li> </ul> <p>ASSESSMENT: In groups, learners share what they have learnt in the text.</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b> Revise the Before Reading, During Reading and After Reading strategies introduced to learners.</p> <ul style="list-style-type: none"> <li>• Provide appropriate texts and ensure that the strategies are used.</li> </ul> <p>ASSESSMENT: let learners read level-appropriate texts silently and closely for comprehension</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b> Introduce possessive pronouns with examples in sentences.</p> <ul style="list-style-type: none"> <li>• Discuss the possessive pronouns with learners.</li> <li>• Provide a passage and group learners to identify, possessive pronouns and use the pronouns identified in sentences.</li> </ul> <p>ASSESSMENT: let learners identify and use Possessive pronouns to show possession, e.g. mine, ours etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D.WRITING</b></p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> <li>• Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative</li> </ul> <p>Writing stage</p> <ul style="list-style-type: none"> <li>• Learners then revise their first draft by ensuring the writing has a beginning, middle and ending.</li> <li>• Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched.</li> </ul> <p>Revising: checklist for narrative writing</p> <ol style="list-style-type: none"> <li>Does my essay have beginning, middle and ending?</li> <li>Have I used descriptive words?</li> <li>Are my ideas/events arranged in the order in which they occurred?</li> <li>Does my narrative sound natural?</li> <li>Do I express how I feel about what happened?</li> </ol> <p>Editing</p> <ul style="list-style-type: none"> <li>• Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar.</li> </ul> <p>Publish</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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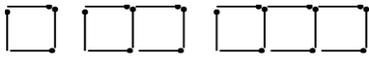
		<ul style="list-style-type: none"> <li>• Have learners share their work with peers.</li> <li>• Discuss personal narrative with learners</li> </ul> <p>ASSESSMENT: let learners create settings, characters and at least one plot in a narrative text</p>	
	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b> Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences.</li> <li>• Have groups share their work with the class</li> </ul> <p>ASSESSMENT: let learners use past perfect in speech and in writing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
	Guide learners to choose and read books during the library period	<p><b><u>E.EXTENSIVE READING</u></b> Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>ASSESSMENT: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.2.1.1.2                      B5.2.1.1.3
<b>Performance Indicator</b>	Learners can describe, orally or in writing, a given pattern, using mathematical language, such as one more, one less, five more, and one more than or less than twice, etc. Learners can predict subsequent elements in a given pattern
<b>Strand</b>	2. ALGEBRA
<b>Sub strand</b>	1: Patterns and Relationships
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>												
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Lines are drawn to intersect two lines in each diagram and the number of points of intersection are counted to form a sequence. Ask learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines</p>  <table border="1" data-bbox="560 1522 982 1669"> <tr> <td>Number of lines</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Intersections</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table> <p>Guide learners to describe the relationship as “intersection is one less number of lines”</p>	Number of lines	1	2	3	4	5	Intersections	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of lines	1	2	3	4	5										
Intersections	1	2													

<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let</p>	<p>Consider a design on the wall is being made using square tiles of size 10cm by 10cm</p>  <p>Ask learners to find the number of joints made by the tiles if one, two, three, four</p> <table border="1" data-bbox="557 420 979 556"> <tr> <td>Number of joints</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Intersections</td> <td>0</td> <td>1</td> <td></td> <td></td> <td></td> </tr> </table>	Number of joints	1	2	3	4	5	Intersections	0	1				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of joints	1	2	3	4	5										
Intersections	0	1													
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <p>• What are the next two terms and what is the pattern?</p> <p>2, 4, 6, 8, 10, 12, ...</p> <p>+2 +2 +2 +2 +2 +2</p> <p>Two must be ADDED to the previous TERM</p> <p>3, 6, 9, 12, 15, 18, ...</p> <p>+3 +3 +3 +3 +3 +3</p> <p>Three must be ADDED to the previous TERM</p> <p>Ask learners to complete the table below for the number of match sticks used in this geometric pattern. Guide learners to describe the relationship</p> 	<p>Assessment: have learners to practice with more examples</p>												
<p>Thursdays</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table border="1" data-bbox="568 1344 1023 1522"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of match sticks</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table border="1" data-bbox="557 1701 1011 1879"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of match sticks</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> </tr> </table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.1.1		
<b>Performance Indicator</b>	Learners can explain how energy is transformed from one form to another		
<b>Strand</b>	4: FORCES AND ENERGY		
<b>Sub strand</b>	1: SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Explore learners' previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). <ul style="list-style-type: none"> <li>• Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy.</li> <li>• Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc.</li> </ul> <p>ASSESSMENT: let learners explain how energy is transformed from one form to another</p>	What have we learnt today? <p>.</p> <p>Ask learners to summarize the important points of the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• In groups, learner's identify other forms of energy transformations in the school community and present their findings for discussion in the class.</li><li>• Learners design a flow chart to explain how energy from the sun is transformed into energy for walking.</li></ul> <p>ASSESSMENT: let learners explain how energy is transformed from one form to another</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.4.1.1		
<b>Performance Indicator</b>	Learners can describe the key events in the Ministry of the leaders of the three religions		
<b>Strand</b>	3: OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners 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. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups to identify the significant roles by the religious leaders their ministries: obedience; commitment; patience, leadership, sacrifice etc.</p> <p>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.</p> <p>ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5.3.1.1.1		
<b>Performance Indicator</b>	Learners can describe the key events in the ministry of the leaders of the three religions.		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Ministry of the Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners role play some aspects of the ministry of: - The Lord Jesus Christ, - The Holy Prophet Muhammad and - A Traditional Religious Leader  ASSESSMENT: let learners describe the key events in the ministry of the leaders of the three religions	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B5.5.1.1.1		
<b>Performance Indicator</b>	Learners can identify the early protest movements in Ghana before 1945.		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	Early Protest Movements		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>- Aborigines Rights Protection Society (ARPS) 1897 -</p> <p>ASSESSMENT: let learners identify the early protest movements in Ghana before 1945</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Discus the sequence of events that led to the formation of these movements.</p> <p>- Aborigines Rights Protection Society (ARPS) 1897 –</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		ASSESSMENT: let learners identify the early protest movements in Ghana before 1945	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 2.4.6.2		
<b>Performance Indicator</b>	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		
<b>Strand</b>	2: Performing Arts		
<b>Sub strand</b>	4: Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	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;	

		<p>Suggested guidelines</p> <ul style="list-style-type: none"> <li>☒ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</li> <li>☒ 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.</li> <li>☒ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</li> </ul> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks</p>	
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	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.5.2.1		
<b>Performance Indicator</b>	Learners can Distinguish between volleying and kicking and describe the similarities and differences		
<b>Strand</b>	MOTOR SKILL AND MOVEMENT PATTERNS		
<b>Sub strand</b>	LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Volleying is when a ball is struck before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc. Kicking is the act of 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.	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3.		
<b>Performance Indicator</b>	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		
<b>Strand</b>	Internet and social media		
<b>Sub strand</b>	2: WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to understand the concept and use of browsers through practical lessons. Show interfaces or images of browsers to learners. 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	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.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should write a simple argumentative essay on a given topic</li> <li>The learner should write articles for a journal and edit the articles.</li> </ul>		
<b>Week Ending</b>			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use controlled composition to write a simple argumentative essay on a cardboard.</li> <li>Guide learners to write a simple argumentative essay on a given topic of about four paragraphs.</li> </ul> <p>ASSESSMENT: let learners write a simple argumentative essay on a given topic</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show learners a copy of an article.</li> <li>Discuss with learners some types of articles and their structure.</li> <li>Discuss with learners what a journal is.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Talk to learners about types of journals.</li> <li>• Guide learners to write a simple article in their groups, and discuss in class</li> </ul> <p>ASSESSMENT: let learners write articles for a journal.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Create a class journal.</li> <li>• Let learners write articles for their class journal.</li> <li>• Show learners a copy of an article.</li> <li>• Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal.</li> </ul> <p>ASSESSMENT: let learners write articles for a journal and edit the articles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC SIX**  
**WEEK EIGHT**

WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC SIX

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.7.1.4. B6.2.7.1.3 B6.3.5.1.6 B6.4.12.1.1 B6.6.1.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can use background knowledge to understand and build new knowledge while listening to informational text</p> <p>B. Learners can scan/skim for details</p> <p>C. Learners can use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events</p> <p>E. Learners can apply the use of the singular and plural subject and the verb forms that go with them</p> <p>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</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Present an informational text on a given topic.	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Use the K and W of KWL strategy to activate learners' background knowledge.</li> <li>• Have learners listen to the text.</li> <li>• In groups, they identify and discuss the main ideas of the text.</li> <li>• Have learners listen to the text a second time.</li> </ul> <p>ASSESSMENT: let learners share what they have learnt in the text.</p>	Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B .READING</p> <p>Use texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion</p> <p>ASSESSMENT: let learners scan/skim for details from a passage</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. GRAMMAR</p> <p>e.g. We were playing football when the fire broke out</p> <p>ASSESSMENT: let learners use the past continuous form of verbs to talk about actions/events which were going on when a second one took place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D. WRITING</p> <p>Briefly revise the writing process by having learners name the stages and say what happens at each stage.</p> <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• 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: <ul style="list-style-type: none"> <li>– Descriptive (adjectives) words.</li> <li>– Figurative language e.g. simile</li> <li>– metaphor, personification, sound devices</li> </ul> </li> </ul> </li> </ul> <p>Note: Sensory details are experiences through the senses: sight, smell, touch, taste.</p> <ul style="list-style-type: none"> <li>– Sensory details (Allow a reader to visualize a person, a place, a thing or an idea).</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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		<p>ASSESSMENT: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Learners write on a topic using the simple present, present perfect and past perfect tenses.</p> <ul style="list-style-type: none"> <li>• Discuss the topic with learners contributing with sentences containing the present perfect and past perfect.</li> <li>• 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</li> </ul> <p>ASSESSMENT: let learners apply the use of the singular and plural subject and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Learners think-pair-share their stories with peers.</li><li>• Ask each learner to write a two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>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</p>	
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Week Ending			
Class	six		
Subject	HISTORY		
Reference	History curriculum Page		
Learning Indicator(s)	B6.5.4.1.2		
Performance Indicator	Learners can enact a scene of an election at a polling station		
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 (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 political parties took part in the 1951 general elections? What was the outcome of that election?	Enact a scene of an election at a polling station  ASSESSMENT: let learners enact a scene of an election at a polling station	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	Enact a scene of an election at a polling station  ASSESSMENT: let learners enact a scene of an election at a polling station	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.1.3		
<b>Performance Indicator</b>	Learners can know conductors, semi-conductors and insulators		
<b>Strand</b>	: FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Gather items such as bulbs, battery, electric wires. • Brainstorm with learners on the meaning of the terms “conductors”, “semi-conductors” and “insulators” 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	What have we learnt today?  Ask learners to summarize the important points of the lesson

		ASSESSMENT: let learners identify conductors, semi-conductors and insulators	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Connect a simple electrical circuit (an open circuit) using a bulb, battery and connecting wire.</p> <ul style="list-style-type: none"> <li>• Learners use the open circuit to classify the materials provided as conductors, semiconductors and insulators.</li> <li>• Learners explain why the electrical wires in their homes are coated with plastics</li> </ul> <p>ASSESSMENT: let learners describe conductors, semi-conductors and insulators</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.2.1 B6.1.4.2.3		
<b>Performance Indicator</b>	<p>A. Learners can use models to explain proportion as a comparison between quantities with equal ratios</p> <p>B. Learners can use various strategies to solve proportional reasoning problems involving rates and scales</p>		
<b>Strand</b>	Number		
<b>Sub strand</b>	Ratios and Proportion		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Work out proportion in given contexts and use them in solving problems; e.g. 200 bottles of equal capacity hold 350 litres of water. How much water does each bottle hold?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p>	<p>Use diagrams to explain the concept of rate a ratio that compares two</p>	<p>Review the lesson with Learners</p>

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>different quantities measured in different units; e.g. the ratio <math>\rightarrow</math> cost : weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.</p> <p>Two kilograms of meat cost ₺8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table border="1"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (l)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table>	Meat (kg)	2	5	12	25	Cost (l)	8				<p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (l)	8												
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use diagrams to explain the concept of rate a ratio that compares two different quantities measured in different units; e.g. the ratio <math>\rightarrow</math> cost : weight = 8:2 = 4:1. This ratio is the unit ratio and show the rate for selling a unit or 1kg of the meat.</p> <p>Two kilograms of meat cost ₺8. What is the cost of (i) 5kg (ii) 12kg and (iii) 25kg.</p> <table border="1"> <tr> <td>Meat (kg)</td> <td>2</td> <td>5</td> <td>12</td> <td>25</td> </tr> <tr> <td>Cost (l)</td> <td>8</td> <td></td> <td></td> <td></td> </tr> </table>	Meat (kg)	2	5	12	25	Cost (l)	8				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Meat (kg)	2	5	12	25									
Cost (l)	8												
Friday	<p>Sing songs like:</p>	<p>Work out rates and use them in solving problems.</p>	<p>Review the lesson with Learners</p>										

	<p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>E.g. A litre of sachet water costs 40p. Find the cost of</p> <p>(i) 1/2 litre</p> <p>(ii) 7 litres</p> <p>(iii) 9 litres</p>	<p><b>Assessment:</b> have learners to practice with more examples</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 2.4.6.2		
<b>Performance Indicator</b>	Learners can develop guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below;</li> <li>☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.</li> </ul> agree on what to use the appraisal report for and how to share it;  ASSESSMENT: let learners develop guidelines for	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		appreciating and appraising own and others' compositions and performances	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</p> <p>☑ fix a day/date for the appreciation/appraisal/jury</p> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' compositions and performances</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.4.2.1		
<b>Performance Indicator</b>	Learners can explain the role of the legs, shoulders, and forearm in the forearm pass.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Let learners swing their arms in preparation. Shoulder move forward horizontally as it extends. Forearm rotation through hips, legs and shoulders drop slightly. All together produce the final force to move the ball to the target	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.1.1.4. B6.6.2.1.1 B6.6.2.1.2.		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	NETWORK OVERVIEW. WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Encourage learners to bring any device or pictures of devices that are needed. eg. desktop computers, Laptop computers, Mobile phones, etc.  Guide learners to identify the address or links window on phones and other electronic gadgets 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.4.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders: i. Jesus Christ– triumphant entry to Jerusalem (Palm Sunday), Last Supper, Prayer at Gethsemane, arrest and trial, crucifixion, death and resurrection  Show pictures or video clips on the latter lives of Jesus Christ  ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions	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 discuss the latter lives of the religious leaders	What have we learnt today?

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		<p>ii. The Holy Prophet Muhammad (S.A.W.) – triumphant entry into Makkah, farewell message, sickness and death</p> <p>Show pictures or video clips on the latter lives of Holy Prophet Muhammad</p> <p>ASSESSMENT: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6. 3.1.1.2		
<b>Performance Indicator</b>	Learners can identify the moral lessons from the latter lives of the religious leaders		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	The Latter Lives of Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to dramatise or role play the virtues they have listed. <ul style="list-style-type: none"> <li>Let learners talk about how they can apply the virtues in their lives.</li> </ul> Respect  ASSESSMENT: let learners identify the moral lessons from the latter lives of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>		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 essay against a given motion.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>The learner should take a stand and write an argumentative essay for a given motion.</li> <li>The learner should take a stand and write an argumentative essay against a given motion</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss with learners how argumentation is done and the vocabularies used in argumentation.</li> <li>Discuss with learners how to write an argumentative essay.</li> <li>Discuss the structure, content and features .of an argumentative essay.</li> </ul> <p>ASSESSMENT: let learners write an argumentative essay for a given motion.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Select a topic and discuss with learners how to take a stand and write on it.</li> <li>Assist learners to take a stand and write an</li> </ul>	<p>What have we learnt today?</p>

		<p>argumentative essay for a given motion</p> <p>ASSESSMENT: let learners write an argumentative essay for a given motion</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Revise the lesson with learners on how to write argumentative essay.</p> <ul style="list-style-type: none"> <li>• Assist learners to take a stand and write an argumentative essay against a given motion</li> </ul> <p>ASSESSMENT: let learners write an argumentative essay against a given motion</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

# **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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities</p>	<p><b>INDICATORS:</b> K1.4.2.1.1 K1. 4.2.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <ul style="list-style-type: none"> <li>• Learners can talk about who the neighbours are, the work they do and how important their profession are in the community</li> <li>• Learners can demonstrate that sentences are made of words and that words are separated in print.</li> </ul>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Use the Community Circle time strategy as described in K1.3.2.1.1 for the theme introduction.</p> <p>Give learners the opportunity to talk freely with the teacher and their peers about the people in their neighbourhood and the work they do.</p> <p>Learners should first talk about the occupation of their parents. e.g. My parents are both farmers.</p> <p>Ask leading questions and job terminologies to guide the discussion on the theme (teacher, nurse, doctor, police officer, trader, fisherman, fishmonger, etc.).</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p>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.</p> <p>Sort the occupations into sets of formal and informal. Match the sets with their correct number</p> <p>Use the “Be the word” game to demonstrate the concept.</p> <p>Cut up a sentence into individual words. Call a group of learners to rearrange the words to form the sentence.</p> <p>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.</p> <p>Make sure learners leave a space in between them when rearranging the words to form the sentence.</p> <p>Scaffold them to see how words are separated in print.</p> <p>Assessment: let learners rearrange the words to form the sentence.</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Tuesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.2.1.3 K1.4.2.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can interact with resource people from different occupation Learners can recognize the letter-sound learnt in the previous week in words
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.2.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can write boldly and legibly the target letter for the week and add a name of a friend to it
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Thursday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1. 4.2.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Show poster and/or pictures depicting professionals in informs. Learners choose their future jobs and talk to each other about why they made that selection. Learners draw and colour themselves and 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  Assessment: let learners draw themselves in the uniform of their aspired future job, colour it nicely and write the name of the job underneath.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> : KNOWING (WHO) THE IMPORTANT PEOPLE / OCCUPATION IN MY COMMUNITY
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Learners review the concept of addition and concentrate on Subtraction this week. Create a market scene where learners buy and sell different items in the community and use their understanding of the subtraction concept to buy with money and ask for a change. The buyer asks the seller a question “how much is left”. Create different everyday situations and scaffold learners to subtract numbers.  <b>Assessment:</b> Let learners work in pairs and individually to solve problems in their exercise books.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

**TERM TWO**  
**KG 2**  
**WEEK NINE**

**WEEKLY LESSON PLAN FOR KG 2- WEEK NINE**

Name of School.....

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Monday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.1      K2.4.3.1.2
		<b>PERFORMANCE INDICATOR:</b> 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
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p><input type="checkbox"/> Have learners talk about the political leaders of the country.</p> <p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</p> <p><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</p> <p>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)</p> <p><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks’ theme.</p> <p>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</p> <p>Assessment: let learners listen to the text to the text and answer the questions</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Tuesday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		<b>INDICATORS:</b> K2.4.3.1.3
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>PERFORMANCE INDICATOR:</b> Learners can use key words about the theme to create meaningful sentences in real life situation
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	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.  Assessment: let learners dramatize the role of the various leaders using some of the new word	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Wednesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can blend individual letter-sound to form one syllabic words Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	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.  <input type="checkbox"/> 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

<b>PHASE 3: REFLECTION 10MINS (Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	
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<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can create art works inspired by places in our culture and country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a picture, have learners talk about elements in the palace which interests them.  Assessment: let learners make a picture of the umbrella and label it nicely.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can compare objects based on length and weight of various items and objects
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Assessment: let learners compare objects based on length and weight of various items and objects</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>
<b>PHASE 3: REFLECTION 10MINS</b> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

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**TERM TWO**  
**BASIC ONE**  
**WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC ONE

Name of School.....

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	ENGLISH LANGUAGE
<b>Reference</b>	English Language curriculum Page
<b>Learning Indicator(s)</b>	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.
<b>Performance Indicator</b>	Learners can recognise 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
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story.	What have we learnt today?  Ask learners to summarize the main points in the lesson

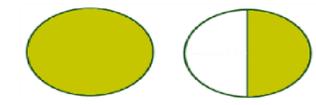
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		<ul style="list-style-type: none"> <li>• Have groups/pairs share their views with the whole class</li> </ul> <p>Assessment: let learners identify discuss characters in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Have learners read level appropriate texts independently, with minimal support from peers/teacher.</p> <ul style="list-style-type: none"> <li>• Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension</li> </ul> <p>Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <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.</li> </ul> <p>Assessment: let learners use basic descriptive</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

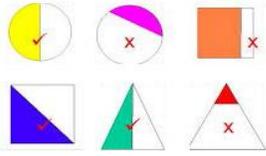
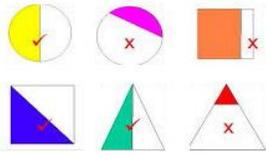
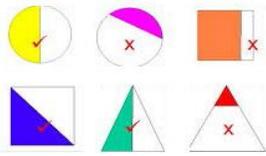
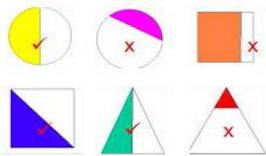
		words in writing simple sentence	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Have learners read level-appropriate texts describing people.</p> <ul style="list-style-type: none"> <li>• Put learners in groups to discuss the texts read. Provide questions to help them identify the descriptive words.</li> <li>• Have learners write simple sentences to describe themselves, using the descriptive words identified.</li> <li>• Have learners write parallel sentences to describe their friends</li> </ul> <p>Assessment: let learners use adjectives to describe oneself and other people</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up and flip-the-page texts to learners.</li> <li>• Encourage them to read individually and in pairs, and provide support and encouragement</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners read a variety of age – appropriate books and texts from print	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B1.1.3.1.1		
<b>Performance Indicator</b>	Learners can Understand the fraction one-half as the quantity obtained by taking 1 part when a whole is partitioned into two equal parts		
<b>Strand</b>	NUMBER		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use 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</p> <p>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</p> <div style="text-align: center;">  </div> <p>One whole      one half</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

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<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Use pictorial representations to help learners sort fractions into those that are halves and those that are not halves</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.2.1		
<b>Performance Indicator</b>	Learners can explain the terms hot and cold		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Ask learners: What types of things are usually hot? What types of things are usually cold? <ul style="list-style-type: none"> <li>• Display substances that are hot or cold (e.g. hot tea, ice cream, ice block, hot water, water at room temperature, cold water.</li> <li>• Learners sort the items into hot and cold in groups.</li> <li>• Show learners a hot item (learners should not touch) to differentiate it from warm items.</li> </ul> Learners compare the samples in terms of warmth (by	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>touching/feeling the provided samples).</p> <p>Assessment: let learners explain the terms hot and cold</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners talk about how we keep hot things hot and cold things cold for a long time.</li> <li>• What will happen if an object is placed in the sun?</li> </ul> <p>Tell how substances placed in a fridge feel when touched,</p> <ul style="list-style-type: none"> <li>• Learners explore other ways of making things warm (For example, putting them in the sun, touching a phone that has just been charged).</li> </ul> <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can explain the terms hot and cold		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.</li> </ul> <p>Assessment: let learners explain the terms hot and cold</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		contributed significantly to national development	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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</p> <p>Assessment: let learners identify Ghanaians of diverse fields who have contributed significantly to national development</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>	
<b>Class</b>	One
<b>Subject</b>	PHYSICAL EDUCATION
<b>Reference</b>	PE curriculum Page
<b>Learning Indicator(s)</b>	B1.2.4.2.1
<b>Performance Indicator</b>	Learners can Identify body parts
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES
<b>Teaching/ Learning Resources</b>	cones

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	<p>Guide learners to identify parts of the body. Point at the body parts such as the head and let them mention the parts they use in performing physical activities.</p> <p>Project. Label the body parts with the following names (head, hand, leg, neck and chest</p>	<p>What have we learnt today?</p> <p>Use answers to summarise the lesson.</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1.		
<b>Performance Indicator</b>	Learners can mention the characteristics of a responsible citizen		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about 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  Assessment: let learners mention the characteristics of a responsible citizen	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 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

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		environment tidy, loving your country etc  Assessment: let learners mention the characteristics of a responsible citizen	
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<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B1 1.4.6.1 B1 2.4.6.1		
<b>Performance Indicator</b>	Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed visual artworks Learners can agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed performing artworks		
<b>Strand</b>	VISUAL ARTS PERFORMING ARTS		
<b>Sub strand</b>	Appreciation and Appraisal		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ agree to the guidelines to view, examine and come out with meaning from visual artworks; ☐ express own feelings and 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"><li>☐ agree on guidelines for use to view, examine and come out with meaning from music, dance and drama to express own feelings and ideas of own and others' performed artworks</li></ul> <p>Assessment: let learners agree on guidelines for viewing and expressing feelings and thoughts about own and others' displayed performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B1.3.3.1.2 Combine strokes to form shapes of the lower-case letters.		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>The learner should combine strokes to form shapes of the lower-case letters.</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>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> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw strokes on papers and give them to learners.</li> <li>Ask learners to combine the strokes on the papers.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <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> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• 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> <p>Assessment: let learners combine strokes to form shapes of the lower-case letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO**  
**BASIC TWO**  
**WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		Learners can recognise and relate the sequence of events (beginning, middle and end) in drama Learners can demonstrate understanding of the purpose and features of information texts Learners can write or copy correct sentences from substitution tables 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	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a narrative text aloud to learners, following the procedure in B2.1.6.1.2.  Assessment: let learners identify and relate the sequence of events	What have we learnt today?  Ask learners to summarize the main points in the lesson

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p align="center"><b>B.READING</b></p> <p>Have learners read informational texts to identify their purpose and features through think-pair-share</p> <p>Assessment: let learners mention purpose and features of information texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. WRITING</b></p> <p>Have a simple 3-4 column substitution table on the board</p> <table border="1" data-bbox="626 800 954 1052"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <p>Have learners identify the words that make up the table.</p> <ul style="list-style-type: none"> <li>• With an example, let learners form sentences from the substitution table</li> </ul> <p>Assessment: let learners write or copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Let learners use the preposition in, on, in context.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										

		<p>Assessment: let learners identify prepositions in sentences to indicate days, dates and places</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.4.6.1                      B2 2.4.6.1		
<b>Performance Indicator</b>	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 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		
<b>Strand</b>	Visual Arts                      PERFORMING ARTS		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ agree on guidelines for viewing, examining and expressing own views about the displayed visual artworks; ☑ agree on how to use the agreed guidelines to express own feelings and thoughts about the displayed artworks.  Assessment: let learners agree on guidelines for viewing visual artworks and for expressing own feelings and thoughts	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

<b>Week Ending</b>			
<b>Class</b>		Two	
<b>Subject</b>		MATHEMATICS	
<b>Reference</b>		Mathematics curriculum Page	
<b>Learning Indicator(s)</b>		B2.2.1.1.2	
<b>Performance Indicator</b>		Learners can Identify, create and describe the rule for simple number patterns involving repeated addition or subtraction, skip counting and arrays of objects.	
<b>Strand</b>		ALGEBRA	
<b>Sub strand</b>		Patterns and Relationships	
<b>Teaching/ Learning Resources</b>		Counters	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 more examples
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, ___, ___ .	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

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		- 20, 18, 16, 14, ...	Assessment: have learners to practice with more examples
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Identify and describe the rules for the following patterns - 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>- 5, 10, 15, 20, ...</p> <p>-20, 18, 16, 14, ...</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Identify and describe the rules for the following patterns</p> <p>- 2, 4, 6, 8, 10, ... (the rule is "add two")</p> <p>- 5, 10, 15, 20, ...</p> <p>- 20, 18, 16, 14, ...</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.2.2.2		
<b>Performance Indicator</b>	Learners can investigate the function of batteries in electronic devices		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners mention common examples of household electronic appliances. <ul style="list-style-type: none"> <li>• Provide learners with electronic toys that operate on batteries.</li> <li>• Learners discuss how the toys will behave without the battery.</li> <li>• Engage learners in an activity to match some named electronic appliances with their uses</li> </ul> <p>Assessment: let learners investigate the function of batteries in electronic devices</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In groups, learners discuss other gadgets in the home that use batteries.</p> <ul style="list-style-type: none"><li>• Assist learners to draw and colour any one electronic gadget of their choice.</li><li>• Learners build a paper circuit using a graphite pencil, battery and LED.</li></ul> <p>Assessment: let learners investigate the function of batteries in electronic devices</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 3.1.1.1:		
<b>Performance Indicator</b>	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Early Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>In groups, let learners role play some important aspects of the early life of a religious leader.</li> </ul> <p>Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.5.1.1		
<b>Performance Indicator</b>	Learners narrate the story of the early life of the religious leaders in the three religions in Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Using anecdotes/videos learners retell the contributions of these leaders to national development.  Assessment: let learners narrate the story of the early life of the religious leaders in the three 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	Using anecdotes/videos learners retell the contributions of these leaders to national development.  Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.2.1:		
<b>Performance Indicator</b>	Learners can Identify types of base of support when practicing movement skills		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	learners identify types of base of support as the feet, the hands, etc	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can narrate the story of the early life of the religious leaders in the three religions in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners, 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.  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	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role-play the moral lives of the religious leaders. Learners to talk about the need to emulate the good moral	What have we learnt today?

		<p>values of these religious leaders, so that they can be good citizens.</p> <p>Assessment: let learners narrate the story of the early life of the religious leaders in the three religions in Ghana</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	B2.3.3.1.2 Write and practice saying words they have difficulty with.		
<b>Performance Indicators</b>	The learner should write and practice saying words they have difficulty with.		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write 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> <p>Assessment: let learners write and practice saying words they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• 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>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		Assessment: let learners write and practice saying words they have difficulty with.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners write and practice saying words they have difficulty with.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC THREE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Three	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B3.1.7.1.1. B3.2.7.1.1. B3.4.9.3.2 B3.5.6.1.1. B3.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can listen to and interact actively within information texts Learners can</p> <p>B. Learners can use self-correction strategies to make meaning when reading texts</p> <p>C. Learners can proofread draft to correct punctuation and spelling errors</p> <p>D. Learners can identify qualifying words</p> <p>E. Learners can read a variety of age and level-appropriate books and summarise them</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Before reading, let learners think- pair- share, and talk about what they already know (K) about the topic .Have learners ask questions about what they want to know (W).</p> <ul style="list-style-type: none"> <li>• While you read the text, pause often to give the children the chance to</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

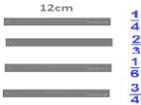
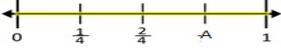
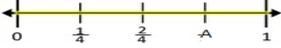
		<p>U – language Usage P – Punctuation S – Spelling</p> <ul style="list-style-type: none"> <li>• Let learners do peer editing: learners check their partners’ writing for punctuation and spelling errors.</li> </ul> <p>Assessment: Have learners write a neat final copy and read it once again to check for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

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		Assessment: let learners read a variety of age and level-appropriate books and summarise them	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B3.1.3.1.2		
<b>Performance Indicator</b>	Learners can understand, explain and demonstrate that fractions can be used to represent parts of a group of objects, point on a line, or distances on a number line [Read and write fractions using words and symbols. (E.g. one-half, two halves, thirds, fifths etc.)		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Use 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

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

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

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		<p>Assessment: let learners describe heat as a form of energy and identify some sources of heat</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about heat as a form of energy.</p> <ul style="list-style-type: none"> <li>• Assist learners to mention some sources of heat energy. e.g. the sun, a lighted stove, lighted charcoal</li> </ul> <p>Assessment: let learners mention some sources of heat energy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 1.		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the youthful lives of the religious leaders: (i). The Lord Jesus Christ (ii). The Holy Prophet Muhammad (S.A.W.) (iii). A Traditional Religious Leader  Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	In groups, learners talk about the occupations of the religious leaders:	What have we learnt today?

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

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

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

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		of the leaders of the three major religions in Ghana	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.4.6.1                      B3 2.4.6.1		
<b>Performance Indicator</b>	<p>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</p> <p>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</p>		
<b>Strand</b>	VISUAL ARTS      PERFORMING ARTS		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ agree to the guidelines for viewing, examining and reporting own feelings and thoughts about the displayed visual artworks;</li> <li>☐ agree on how to use the guidelines to express own feelings and thoughts about own and others' displayed artworks</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> </ul> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Through games help learners to use present continuous action words in sentences. E.g. I am sitting on a chair. I am walking home. Kojo is jumping.</li> </ul> <p>Assessment: let learners use present continuous action words in simple sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

**TERM TWO  
BASIC FOUR  
WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B4.1.7.1.7.      B4.2.7.1.3.      B4.3.5.1.4. B4.4.12.1.1      B4.5.6.1.1.      B4.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can compare and contrast information (two or more ideas) from texts</p> <p>B. Learners can skim for main ideas in texts</p> <p>C. Learners can use regular form of the simple past tense of verbs</p> <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can use adverbs to talk about when and where the action of a verb took place</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Guide learners to compare and contrast the content of different texts read/discussed (pay attention to the	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>differences and the similarities).</p> <p>Assessment: let learners compare and contrast information (two or more ideas) from texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Guide learners to scan/skim the text either for general or specific information as a preparation for detailed reading.</p> <p>Assessment: let learners skim for main ideas in texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise main and auxiliary verbs by having learners identify them in sentences.</p> <ul style="list-style-type: none"> <li>• Introduce learners to the concept of regular verbs.</li> </ul> <p>Elicit examples from learners and have them used sentences. - The irregular verbs form their past tense differently. They do not add “d” or “ed”.</p> <ul style="list-style-type: none"> <li>• Provide a passage having regular and irregular verbs in the present tense.</li> <li>• Learners rewrite the sentences in the past.</li> </ul> <p>Assessment: let learners use regular form of the</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		simple past tense of verbs to form sentences	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <ul style="list-style-type: none"> <li>• Learners in their groups talk about interesting places they have visited.</li> <li>• Guide them to describe places of their choice using knowledge of adjectives.</li> <li>• Have them do peer editing and share their work with the class.</li> </ul> <p>Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Guided with examples, let learners narrate events using adverbs to describe the place and time of occurrence.</p> <ul style="list-style-type: none"> <li>• Introduce drills to provide oral practice</li> </ul> <p>Assessment: let learners use adverbs to write about when and where the action of a verb took place</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently</p>	<p>Have learners to tell what they read to the whole class</p>

		<p>books of their choice during the library period.</p> <ul style="list-style-type: none"><li>• Learners think-pair-share their stories with peers.</li><li>• Ask each learner to write a-two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		SCIENCE	
<b>Reference</b>		Science curriculum Page	
<b>Learning Indicator(s)</b>		B4.4.2.1.1	
<b>Performance Indicator</b>		Learners can identify the uses of electricity	
<b>Strand</b>		FORCES AND ENERGY	
<b>Sub strand</b>		ELECTRICITY AND ELECTRONICS	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Begin by asking learners what they use to iron their school uniforms.  • Use simple activities to demonstrate uses of electricity, (e.g. providing light, powering TVs, mobile phones, cooking, heating water, etc.)  Assessment: let learners write the uses of electricity	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw things in the home and at school that use electricity.  Project: Electricity Generation Learners, in groups, generate electricity from fruit cells (orange, lime, tomatoes, potatoes and apple) and fuel cells, e.g. water.	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners write the uses of electricity	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.3.1.1.		
<b>Performance Indicator</b>	Learners can explain fundamental human rights of a child		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Basic Human Rights		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners explain human rights e.g. human rights are rights that acknowledge the dignity and worth of an individual and ensure that equal 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	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 compose songs and rhymes on fundamental human rights in Ghana. Learners	What have we learnt today?

		<p>develop posters describing fundamental human rights of a child using pictures and internet.</p> <p>Assessment: let learners explain fundamental human rights of a child</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B4.3.1.1.1
<b>Performance Indicator</b>	Learners can describe the call of the religious leaders
<b>Strand</b>	Religious Leaders
<b>Sub strand</b>	The Call of the Leaders of the Three Major Religions
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, ask learners to dramatise or roleplay the call of the religious personalities. <ul style="list-style-type: none"> <li>Let learners write on the call of the religious personalities and present their works to class for discussion.</li> </ul> Assessment: let learners describe the call of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.3.1.1		
<b>Performance Indicator</b>	Learners can describe European missionary activities in Ghana		
<b>Strand</b>	Europeans in Ghana		
<b>Sub strand</b>	Missionary Activities		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss other activities they engaged in (trade, vocational training centres, health facilities, development of alphabets for some local languages and translation of the Bible into local languages).  Assessment: let learners describe European missionary activities 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	Debate the effects of European activities in Ghana.  Assessment: let learners mention the effects of European activities in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B4. 1.1.1.4                      B4 2.1.1.4.
<b>Performance Indicator</b>	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
<b>Strand</b>	Visual Arts                      Performing Arts
<b>Sub strand</b>	Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Pictures
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ go on out-of-the-classroom walk to observe the natural and manmade surroundings; ☑ collect samples of natural and manmade objects, take photographs, or make videos of objects that interest them; ☑ examine the samples/pictures for their shapes, texture, colours, size, lines, etc. and gather ideas on artworks suggested; ☑ reflect on the shapes, texture, colour,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>suggestions of movement, pattern, rhythm, etc. to generate ideas for designing and making own artworks.</p> <p>Assessment: let learners make decisions for designing and creating own visual artworks</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ go on out-of-the-classroom walks to observe natural and manmade things in the surroundings;</li> <li>☐ observe the movement patterns of natural and manmade objects ;</li> <li>☐ listen to sounds created by natural and manmade objects</li> <li>☐ record the movement and sounds of natural and manmade objects that interest the learners;</li> <li>☐ study and analyse the movements and sounds observed, listened to or recorded;</li> <li>☐ 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</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners generate own ideas for composing and performing own artworks	
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<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	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		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	Algebra		
<b>Sub strand</b>	Patterns and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Using a hundred chart, ask students to colour each number as they skip count by 2s and describe the pattern created. Repeat for 3, 4, 5, 6, 7, 8, and 9. Ask students to describe what changes they notice as the numbers increase. Note to what extent students: (i) identify all, some or none of the multiples of a given number. (ii) are able to predict and extend the pattern.	Review the lesson with Learners  Assessment: have learners to practice with more examples

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		(iii) are able to describe the pattern by relating it to similar designs in the real world															
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one	Provide students with a chart with missing numbers and ask them to identify the missing numbers and explain their reasoning	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 3 - Turn around 4 - Follow me 5 - Fire	Provide a mapping table containing errors. Ask students to identify and explain where the pattern has errors  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Number of Tables</th> <th>Number of Chairs</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>4</td> </tr> <tr> <td>2</td> <td>8</td> </tr> <tr> <td>3</td> <td>12</td> </tr> <tr> <td>4</td> <td>18</td> </tr> <tr> <td>5</td> <td>20</td> </tr> <tr> <td>6</td> <td>24</td> </tr> </tbody> </table>	Number of Tables	Number of Chairs	1	4	2	8	3	12	4	18	5	20	6	24	Review the lesson with Learners  Assessment: have learners to practice with more examples
Number of Tables	Number of Chairs																
1	4																
2	8																
3	12																
4	18																
5	20																
6	24																
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 linking cubes or other manipulatives  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Figure</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Number of Cubes</td> <td>3</td> <td>6</td> <td>9</td> <td>?</td> <td>?</td> </tr> </tbody> </table>	Figure	1	2	3	4	5	Number of Cubes	3	6	9	?	?	Review the lesson with Learners  Assessment: have learners to practice with more examples		
Figure	1	2	3	4	5												
Number of Cubes	3	6	9	?	?												

<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>Present learners with a geometric design series, such as the one shown below. Ask them to extend the pattern and record it in a T-chart. Ask learners what the 10th step would be. What would the 12th step be? What would the 20th step be?</p> <p>1            2            3            4</p>  <table border="1" data-bbox="625 577 971 905"> <thead> <tr> <th>Design #</th> <th># of Square</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>1</td> </tr> <tr> <td>2</td> <td>2</td> </tr> <tr> <td>3</td> <td>3</td> </tr> <tr> <td>4</td> <td>4</td> </tr> </tbody> </table>	Design #	# of Square	1	1	2	2	3	3	4	4	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Design #	# of Square												
1	1												
2	2												
3	3												
4	4												

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.1.3.1		
<b>Performance Indicator</b>	Learners can perform 15 minutes' brisk walk with music		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION CONTENT		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners warm up to begin activities. Learners swing their arms by walking briskly within a demarcated area at their own pace.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.2.2.		
<b>Performance Indicator</b>	Learners can describe various tools or techniques of data collection		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools.  Assessment: let learners describe various tools or techniques of data collection	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Learning Indicator (s) (Ref. No.)</b>		B4.5.3.1.3 Use past tense action words in short 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/adjectives B4.5.4.1.3 Use comparative and superlative words/adjectives in sentences	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should use past tense action words in short sentences</li> <li>• The learner should recognise the positive comparative words and superlative words of regular adjectives.</li> <li>• The learner should differentiate between comparative and superlative words/adjectives</li> <li>• The learner should use comparative and superlative words/adjectives in sentences</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• With the learners' contribution use past tense action words to write short sentences on the board.</li> <li>• Let learners read the sentences on the board.</li> <li>• Lead learners to recognise the past tense action words in the sentences.</li> <li>• Let learners use past tense action words in short sentences on their own and read aloud for</li> </ul>	What have we learnt today?  Review the lesson with learners

		<p>other learners to recognise the past tense action word.</p> <ul style="list-style-type: none"> <li>• Let learners use the past tense action words to form sentences.</li> </ul> <p>Assessment: let learners use past tense action words in short sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners sing a familiar song.</li> <li>• In pairs, let learners compare their heights, sizes, nature, etc.</li> <li>• Help learners to recognise the words that are used to express comparative and superlative forms.</li> <li>• In pairs, let learners differentiate between the comparative and superlative words/adjectives. E.g. Better, best more beautiful, most beautiful</li> </ul> <p>Assessment: let learners identify the positive comparative words and superlative words of regular adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• 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 the best keeper</li> </ul> <p>Assessment: let learners use comparative and superlative words/adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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**TERM TWO**  
**BASIC FIVE**  
**WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC FIVE

Name of School.....

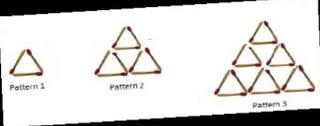
<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.7.1.5 B5.2.7.2.1 B5.3.4.1.1 B5.4.11.1.1 B5.5.4.1.4. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can ask relevant questions to expand comprehension of details of texts</p> <p>B. Learners can respond to a text with simple judgment</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p> <p>D. Learners can write freely on topics of choice on issues in the community</p> <p>E. Learners can use singular and plural subjects and the verb forms that go with them</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		<b>Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</b>	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Through discussion, learners identify some interesting stories or texts they have heard or read.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Assist learners to talk about the content of the stories/texts after re-telling the story.</li> </ul> <p>Encourage learners to ask relevant questions to expand their comprehension of the details of the text.</p> <p>Assessment: let learners talk about the content of the stories/texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Use appropriate questions to guide learners read, identify and present points of view in a text.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Can you describe pictures or images you made in your head when you read the text?</p> <ul style="list-style-type: none"> <li>• Through relevant questions, have learners respond to the text with simple judgment.</li> </ul> <p>Learners should present their points in written or oral form</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: let learners respond to a text with simple judgment, present their points in writing</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the formation of the comparative adjective using er and the superlative using est .e.g. fat, fatter, fattest.</p> <ul style="list-style-type: none"> <li>• Introduce learners to formation of comparison for irregular adjectives.</li> <li>• Let them form the comparative forms for irregular adjectives.</li> </ul> <p>e.g.  good          better  Bad          worse</p> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise the stages of the writing process</p> <ul style="list-style-type: none"> <li>• Have learners follow the writing process to create their own pieces on a given topic.</li> </ul> <p>Assessment: let learners write freely on topics of choice on</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		issues in the community	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect).</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three</li> </ul>	<p>Have learners to tell what they read to the whole class</p>

		<p>paragraph summary of the book read.</p> <ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.1.1.4      B5.2.1.1.5		
<b>Performance Indicator</b>	Learners can Represent a given pattern visually to verify predictions Learners can solve a given problem by using a pattern rule to determine subsequent elements		
<b>Strand</b>	2. ALGEBRA		
<b>Sub strand</b>	1: Patterns and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of triangles. 	Review the lesson with Learners  Assessment: have learners to practice with more examples

		<table border="1"> <tr> <td>Pattern Number (sticks in side)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of match sticks</td> <td>3</td> <td>9</td> <td>18</td> <td></td> <td></td> </tr> </table> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship.</p>	Pattern Number (sticks in side)	1	2	3	4	5	Number of match sticks	3	9	18			
Pattern Number (sticks in side)	1	2	3	4	5										
Number of match sticks	3	9	18												
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares</p> <p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p> <table border="1"> <tr> <td>Pattern Number (sticks in side)</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td>Number of Pattern 1 triangles</td> <td>1</td> <td>4</td> <td>9</td> <td></td> <td></td> </tr> </table> 	Pattern Number (sticks in side)	1	2	3	4	5	Number of Pattern 1 triangles	1	4	9			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern Number (sticks in side)	1	2	3	4	5										
Number of Pattern 1 triangles	1	4	9												
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of squares? How</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>												

	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	many match sticks will be used for the 8th pattern of squares	
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to describe the pattern rule for each example and determine the next three elements of each:</p> <p>(i) 1, 10, 7, 70, 67, 670, ...</p> <p>(ii) 10, 12, 16, 22, 30 ...</p> <p>(iii) 50, 48, 47, 45, 44 ...</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>Ask learners to describe the pattern rule for each of the patterns and determine the next three elements:</p> <p>(i) .25, .5, .75, __, __, __</p> <p>(ii) 2.50, 5, 7.50, __, __, __</p> <p>(iii) 64, 32, 16, , __, __, __</p> <p>(iv) 900, 450, 225, , __, __</p> <p>,</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.1.2		
<b>Performance Indicator</b>	Learners can know how to use electricity efficiently in the home		
<b>Strand</b>	4: FORCES AND ENERGY		
<b>Sub strand</b>	1: SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Learners mention names of things that use electricity in the home.</p> <ul style="list-style-type: none"> <li>Brainstorm with learners to come out with how they use the electrical gadgets.</li> <li>Learners talk about what will happen if electrical gadgets are not switched off when not in use.</li> <li>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.</li> </ul> <p>Assessment: let learners mention how to use electricity efficiently in the home</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners, in a think-pair-share activity, identify how they can use electricity efficiently in the home, community and school. e.g. ironing in bulk, putting off television sets and freezers when ironing, using energy-efficient bulbs and other electrical gadgets with higher energy efficient ratings: (more stars imply higher energy efficiency).</li> </ul> <p>Assessment: let learners mention how to use electricity efficiently in the home</p>	<p>What have we learnt today?</p> <p>.</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	OWOP curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.1.1		
<b>Performance Indicator</b>	Learners can describe the attitudes needed for effective citizenship		
<b>Strand</b>	4: OUR NATION GHANA		
<b>Sub strand</b>	1: Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners identify attitudes necessary for effective citizenship, e.g. compromise, tolerance, collaboration, dialogue, teamwork, etc.  Assessment: let learners describe the attitudes needed for effective citizenship	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the importance of living in harmony with others, e.g. peaceful coexistence, unity, love, respect.  Assessment: let learners describe the attitudes needed for effective citizenship	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 3.1.1.2:		
<b>Performance Indicator</b>	Learners can outline the moral lessons from the ministry of the various leaders		
<b>Strand</b>	3: Religious Leaders		
<b>Sub strand</b>	1: Ministry of the Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	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 outline the moral lessons from the ministry of the various leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>			
<b>Performance Indicator</b>	Learners can identify the early protest movements in Ghana before 1945.		
<b>Strand</b>	Journey to Independence		
<b>Sub strand</b>	1: Early Protest Movements		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discus the sequence of events that led to the formation of these movements. -National Congress of British West Africa (NCBWA) 1917  Assessment: let learners identify the early protest movements in Ghana before 1945.	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	Discus the sequence of events that led to the formation of these movements. -National Congress of British West Africa (NCBWA) 1917	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.	
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B5. 1.1.1.4                      B5. 2.1.1.4
<b>Performance Indicator</b>	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
<b>Strand</b>	1: Visual Arts 2: Performing Arts
<b>Sub strand</b>	1: Thinking and Exploring Ideas 1: Thinking and Exploring Ideas
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ go out for field observation to interact with the physical and social environment; ☑ observe and record by sketching or taking photographs (still/moving) of a) structures (e.g. buildings, bridges) styles, shapes and forms). b) automobiles c) consumer services ☑ packaging designs, etc., ☑ referencing the connection between the sale of slaves and liquor	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>use open educational resources (OERs) such as libraries, internet, audio visuals to study the physical and social environments of other African communities.</p> <p>☐ 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.</p> <p>Assessment: let learners generate own ideas for designing and creating own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☐ use open educational resources (OERs) such as libraries, internet, audio-visuals to study the physical and social environment of other African communities; ☐ observe the movement patterns, arrangements and activities of the physical and social environment:</p> <p>a) structures (e.g. buildings, bridges), styles, shapes and forms);  b) automobiles; c) commercials and jingles;</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>environmental sounds: tooting of vehicle horns, birds singing, children laughing, at the market, at the Trotro station, etc.;</p> <p>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.</p> <p>Assessment: let learners generate own ideas for composing and performing own artworks</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.4.2.4		
<b>Performance Indicator</b>	Learners can explain the purpose of using a side orientation when striking a ball from a batting tee.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>			
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners explain the purpose of using the side orientation as: i. Give accuracy ii. Speed iii. Direction iv. Spinning, etc. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.2.1.4 B5.6.2.1.5 B5.6.2.1.6.		
<b>Performance Indicator</b>	Learners can show how to create and remove a favourites link. Learners can create favourites folder Learners can use the links toolbar		
<b>Strand</b>	Internet and social media		
<b>Sub strand</b>	2: WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	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  Assessment: let learners create favourites folder	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Learning Indicator (s) (Ref. No.)</b>	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 comparative and superlative words/adjectives forms in sentences		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should use simple past tense action words in sentences</li> <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 Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask learners to 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 the written action words.</li> <li>• Talk to learners about the action and explain to them the action has happened already.</li> <li>• Allow learners to give more action words orally</li> </ul>	What have we learnt today?  Review the lesson with learners

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		<p>and guide them to put the words in past tense.</p> <ul style="list-style-type: none"> <li>• Ask learners to use the past tense action words to form simple sentences in writing, or orally.</li> </ul> <p>Assessment: let learners use simple past tense action words in sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Show objects to the class and let learners touch the objects.</li> <li>• Ask learners to describe the objects.</li> <li>• Write on the board some of the words used in describing the objects.</li> <li>• Read aloud the words to learners e.g. blue, big, small, round etc.</li> <li>• Allow learners to use some of the qualifying words to form sentences either written or orally.</li> <li>• Write sentences containing adjectives on flashcards.</li> <li>• Use the flashcards with adjectives written on them to help learners recognise the type of adjectives. (Dimension, colour, physical propensity, age, etc.)</li> <li>• Ask learners to mention adjectives and write them on the board.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<ul style="list-style-type: none"> <li>• Allow learners to use some of the adjectives to form sentences.</li> <li>• Ask learners to put the adjectives written on the board into the different types taught to the learners.</li> <li>• Put learners into groups and give each group one type of adjective to form some sentences with them and read aloud to the class.</li> </ul> <p>Assessment: let learners use the types of adjectives in sentences</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Show two objects of the 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 denoting adjectival meaning or the adjective for example in Akan ....'kyen'/sen is a comparative word, Ga uses 'fe' for comparing.</li> <li>• Explain to learners that the comparative is done either with the use of a word, or the adjectival form changes depending</li> </ul>	<p>What have we learnt today?</p>

		<p>on the language in question.</p> <ul style="list-style-type: none"><li>• 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 'fefεε' occurs in the sentence.</li></ul> <p>Assessment: let learners use comparative and superlative words/adjectives forms in sentences</p>	<p>Review the lesson with learners</p>
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**TERM TWO  
BASIC SIX  
WEEK NINE**

WEEKLY SCHEME OF LEARNING- WEEK NINE

BASIC SIX

Name of School.....

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can describe the events leading to the emergence of the Fourth Republic	
Strand		Independent Ghana	
Sub strand		The Republics	
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  What events led to the emergence of the Fourth Republic?	Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum, lifting of the ban on political parties, general elections of 1992 etc.)  Assessment: let learners describe the events leading to the emergence of the Fourth Republic	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	Describe the process leading to the emergence of the Fourth Republic (e.g. drawing of a new constitution, referendum,	What have we learnt today?

		<p>lifting of the ban on political parties, general elections of 1992 etc.)</p> <p>Assessment: let learners describe the events leading to the emergence of the Fourth Republic</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.2.2.1		
<b>Performance Indicator</b>	Learners can construct an electronic circuit using battery, connecting wire and LED		
<b>Strand</b>			
<b>Sub strand</b>			
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Put learners into mixed ability groups for this activity. <ul style="list-style-type: none"> <li>• Provide learners with connecting wires, LED and battery.</li> <li>• Learners, in their groups, connect a series circuit comprising an LED, 3V battery, a switch, to light the LED.</li> <li>• Learners discuss what they did to light the LED</li> </ul> Assessment: let learners construct an electronic circuit using battery, connecting wire and LED	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners are tasked to draw the electronic circuit and label the parts.  Assessment: let learners draw the electronic circuit and label the parts.	What have we learnt today?  Ask learners to summarize the important points of the lesson

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.2.3                      B6.2.1.1.4		
<b>Performance Indicator</b>	<p>A. Learners can use various strategies to solve proportional reasoning problems involving rates and scales</p> <p>B. Learners can represent a given pattern visually to verify predictions</p>		
<b>Strand</b>	Number Algebra		
<b>Sub strand</b>	Ratios and Proportion Pattern and Relationships		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 – Fire</p>	<p>Use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. [Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 412cm; (ii) the bed if it measures 1.8cm?]</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Use diagrams to explain the concept of scale as a ratio that compares two different sizes – an object and its model; e.g. plan of a house or room. [Here is the plan of a bedroom. The scale is 1:100, which means that 1cm in the drawing represents 100 cm in the actual room. What is the actual length of (i) the room if it measures 412cm; (ii) the bed if it measures 1.8cm?]</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, 5 - Fire</p>	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for</p> <p>(i) 1km (ii) 7km (iii) 41km?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>Work out scales and use them in solving problems; e.g. If 10cm on a map stands for 10km, what distances on the map stands for</p> <p>(i) 34km (ii) 27km (iii) 61km?</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two</p>	<p>Ask learners to examine the pattern made with match sticks below</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can express own opinions about the details of texts</p> <p>B. Learners can read level-appropriate texts silently and closely for comprehension</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>In pairs/groups, learners share the knowledge acquired from details of a story/drama/text heard.</p> <ul style="list-style-type: none"> <li>Put learners into groups to express personal</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>opinions about details of texts.</p> <p>Assessment: let learners express own opinions about the details of texts</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B .READING</b></p> <p>Give frequent and regular practice in silent and close reading using the Directed Reading Activity (DRA) strategy.</p> <p>Assessment: let learners read level-appropriate texts silently and closely for comprehension</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. GRAMMAR</b></p> <p>E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b><u>D. WRITING</u></b></p> <ul style="list-style-type: none"> <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 <ul style="list-style-type: none"> <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> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

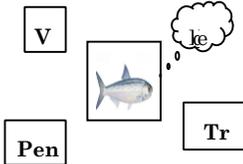
		<ul style="list-style-type: none"> <li>Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: – Descriptive (adjectives) words. – Figurative language e.g. simile – metaphor, personification, sound devices</li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/personal experiences and events.</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> <li>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</li> <li>Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates.</li> </ul>	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

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and what they want to do using spidergrams.   present and share selected ideas using the prepared spidergrams. ☑ reflect and generate ideas from the	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>spidergrams into 'thumbnail' sketches</p> <p>Assessment: let learners generate own ideas for designing and creating own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☐ use OERs to study the physical and social environments of some communities in the world and select objects/ideas that interest them and what they want to do using concept notes;</li> <li>☐ present and share selected ideas using the prepared concept notes;</li> <li>☐ reflect and generate ideas from the concept notes into poems, songs, dance patterns and drama.</li> </ul> <p>Assessment: let learners generate own ideas for creating own performing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.2.5.2.1		
<b>Performance Indicator</b>	Learners can Identify opportunities to pass or dribble while being guarded (offense and defense).		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	After general and specific warm ups, guide learners to keep their body between opponent and the ball. Let them possess the ball in the opponents playing grounds. Dribble in a zigzag manner. Instruct them to pass the ball to their teammates when they are free.	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B6.6.2.1.3. B6.6.2.1.4 B6.6.2.1.5		
<b>Performance Indicator</b>	Learners can illustrate using help button. Learners can recognise internet explorer speed keys. Learners can recognise Uniform Resource Locators (URLs).		
<b>Strand</b>	INTERNET AND SOCIAL MEDIA		
<b>Sub strand</b>	WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	Guide learners to do an activity you have not tackled in class and ask them to use the Help button to navigate and find the steps involved. 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  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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe the use of Uniform Resource Locators (URLs).	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.4.1.1.		
<b>Performance Indicator</b>	Learners can narrate the story of the latter lives of the leaders of the major religions		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the latter lives of the religious leaders:  Traditional leader (e.g. Okomfo Anokye)– priesthood, miracles and other activities and death  Show pictures or video clips on the latter lives of Okomfo Anokye  Assessment: let learners narrate the story of the latter lives of the leaders of the major religions	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 explore moral lessons in the latter lives of the religious	What have we learnt today?

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		<p>leaders which they can relate to their lives in nation building e.g. humility, forgiveness, faithfulness, obedience, perseverance, patriotism</p> <p>Learners role play the moral lessons they have learnt in the latter lives of the religious leaders</p> <p>Assessment: let learners narrate the story of the latter lives of the leaders of the major religions</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>	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		
<b>Performance Indicators</b>	<ul style="list-style-type: none"> <li>• The learner should apply the use of the singular and plural subject and verb forms that go with them.</li> <li>• The learner should explore the use of adjectives in sentences</li> <li>• The learner should write short description of people using adjectives</li> </ul>		
Week Ending			
<b>Reference</b>	Ghanaian Language curriculum		
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>		
<b>Teaching/ Learning Resources</b>	Manila cards, markers, recorded audios visual		
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write sentences with the subject in singular form and discuss with learners the agreement between the verb and the subject.</li> <li>• Allow learners to give more sentences orally and talk about the subject-verb agreement.</li> <li>• Give other sentences with the subject in the plural form.</li> <li>• Discuss the agreement between the verb and plural subject.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <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> <p>Assessment: let learners apply the use of the singular and plural subject and verb forms that go with them in sentences</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise lesson on qualifying words with learners.</li> <li>• Let learners mention some adjectives and write them on the board.</li> <li>• Call learners in turns to use the adjectives written on the board to form sentences.</li> <li>• Write the sentences on the board and call a learner to read them aloud.</li> <li>• Give other sentences with adjectives on the board.</li> <li>• Call learners to come to the board and underline the adjectives in the sentences.</li> </ul> <p>Assessment: let learners explore the use of adjectives in sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



<b>Week Ending</b>			
<b>Class</b>			
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways they can commit themselves to the community.		
<b>Strand</b>	The Family and community		
<b>Sub strand</b>	Commitment to the God		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to explain commitment.</p> <ul style="list-style-type: none"> <li>• Through discussion, let learners identify ways they can show commitment to the society: - communal labour, - clean-up exercises, - reporting crime, - protecting public property, etc.</li> <li>• Let learners dramatise ways of showing commitment to the society.</li> </ul> <p>Assessment: let learners demonstrate ways they can commit themselves to the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

**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.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 1</p>	<p><b>STRAND:</b> MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN MY COMMUNITY</p>	
<p><b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities</p>	<p><b>INDICATORS:</b> K1.4.3.1.1 K1.4.3.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b></p> <p>Learners can talk about and describe the traditional and religious leaders in our community</p> <p>Learners can</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Using poster and/or pictures depicting special leaders in the community. Have learners talk about the religious leaders in their various religious groups. (E.g. Muslims – Imam, Christian churches-Pastors) and their roles.</p> <p>Talk about the traditional leaders and the role they play to support the community.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

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	<p>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.</p> <p>Have learners count the community leaders identified during the picture walk.</p> <p>Use the KWL strategy and involve learners in the reading as much as possible.</p> <p>K-Learners talk about the leaders they know and what they do to support the community</p> <p>.</p> <p>W-Learners ask more question about the other leaders in the community and what they do?</p> <p>Teacher reads the text aloud, pausing as often as possible to give opportunity to the learners to interact with peers and the teacher.</p> <p>L-Learners share what they have learnt with whole class.</p> <p>.</p> <p>Assessment: let learners describe the traditional and religious leaders in our community</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Tuesday  <b>CLASS:</b> KG 1		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN MY COMMUNITY	
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.3.1.3  <b>PERFORMANCE INDICATOR:</b> Learners can sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm.	
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving			
<b>KEY WORDS:</b>			
<b>PHASE/DURATION</b>		<b>LEARNERS ACTIVITIES</b>	
<b>PHASE 1: STARTER</b> 10 <i>MINS</i>  <b>(Preparing the Brain for Learning)</b>		Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b>  40MINS  <b>(New Learning Including Assessment)</b>		In a whole class, teacher leads in singing familiar traditional songs, let half the class clap and other play the shaker, while others dance.  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  .	
		Poster/ cut out picture  Cut out shapes, big books, counters, crayons	

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	Assessment: let learners sing traditional songs, play rattle and shakers, clap and dance on the correct rhythm	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN MY COMMUNITY
<b>DAY:</b> Wednesday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1. 4.3.1.4
		<b>PERFORMANCE INDICATOR:</b> Learners can recognize and identify target letter name and the sound in items and names of words in the home
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Follow the procedure under indicator and Exemplar K1.4.1.1.4 as you teach the new letter sound for the week.  Start with a tongue twister, introduce the letter-sound (a vowel).  Write in on the chalkboard and have learners pronounce the words after you.  Have them write in the air and on other surfaces before they write into their exercise book.  how different word cards and have learners identify the letter sound in the words.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<b>Assessment: let learners identify target letter name and the sound in items and names of words in the home</b>	
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN MY COMMUNITY
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.3.1.5.
		<b>PERFORMANCE INDICATOR:</b> Learners can role play the various leaders and what they do in the community.  Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Learners play the roles of e.g. the traditional chief, the queen mother, the assemblyman and the PTA chairman at a meeting to improve on the conditions of the school.  The class teacher should create more innovative ideas for this role play. (Dress students in Full regalia.  Create different Adinkra symbols e.g. Gye Nyame, Sankɔfa, etc. for the chief's umbrella	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	Assessment: let learner's role play the various leaders and what they do in the community.	
<b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN MY COMMUNITY
<b>DAY:</b> Friday		
<b>CLASS:</b> KG 1		
<b>CONTENT STANDARD:</b> K1.4.1.1 Demonstrate understanding of the special places in our local communities		<b>INDICATORS:</b> K1.4.1.1.6
		<b>PERFORMANCE INDICATOR:</b> Learners can demonstrate their understanding of the concept of subtraction as separating and finding out how many is left.
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	Learners review the concept of subtraction.  Create different scenarios and story problems to help learners practise subtraction in a real-life situation.  The chief came to the schools with 7 boxes of books and donate 5 boxes to our school.  How many more are left?  Repeat this with sharing of school materials, market scene where learners buy and sell different items in the community, etc.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	<p>Assessment: let learners The chief came to the schools with 7 boxes of books and donate 5 boxes to our school.</p> <p>How many more are left?</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

**TERM TWO**  
**KG 2**  
**WEEK TEN**

## WEEKLY LESSON PLAN FOR KG 2- WEEK TEN

Name of School.....

<p><b>DATE:</b></p> <p><b>DAY:</b> Monday</p> <p><b>CLASS:</b> KG 2</p>	<p><b>STRAND:</b> : MY LOCAL COMMUNITY</p> <p><b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY</p>	
<p><b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community</p>	<p><b>INDICATORS:</b> K2.4.3.1.1      K2.4.3.1.2</p>	
	<p><b>PERFORMANCE INDICATOR:</b> 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</p>	
<p><b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving</p>		
<p><b>KEY WORDS:</b></p>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<p><b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b></p>	<p>Have learners to sing songs and recite rhymes that relate to the lesson.</p>	
<p><b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b></p>	<p>Theme discussion: Follow basic procedures of the community circle time (as in K2.1.1.1.1) and introduce the theme for the week.</p> <p>Display a conversational poster (#14) and some concrete materials related to the theme and engage learners in active discussion.</p> <p>Call on learners randomly to answer questions or contribute to the discussion.</p> <p><input type="checkbox"/> Have learners talk about the political leaders of the country.</p> <p>Ask learners questions that would assist them to describe the President, Ministers and Assembly Men and Women.</p>	<p>Poster/ cut out picture</p> <p>Cut out shapes, big books, counters, crayons</p>

	<p><input type="checkbox"/> Talk about the traditional leaders and where they can be found. Ask those who have seen their chiefs to describe how they dress</p> <p><input type="checkbox"/> Let learners talk about the leaders in their various religious groups. E.g. Muslims – Imam, Christians-Pastors, Catholic Father, Bishops etc</p> <p>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)</p> <p><input type="checkbox"/> Check on the K and W before you read the text and the L after reading.</p> <p>K-Ask the learners to say what they already know about the theme.</p> <p>W-Ask them to ask questions about what they want to know about the weeks’ theme.</p> <p>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</p> <p>Assessment: let learners listen to the text to the text and answer the questions</p>	
<p><b>PHASE 3:</b> <b>REFLECTION 10MINS</b> <b>(Learner and Teacher)</b></p>	<p>Review lesson with Learners by singing songs in relation to it</p>	

<b>DATE:</b>  <b>DAY:</b> Tuesday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.3  <b>PERFORMANCE INDICATOR:</b> Learners can use key words about the theme to create meaningful sentences in real life situation
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> <i>10</i> <i>MINS</i> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	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.  Assessment: let learners dramatize the role of the various leaders using some of the new word	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b> <b>DAY:</b> Wednesday <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.4  <b>PERFORMANCE INDICATOR:</b> Learners can blend individual letter-sound to form one syllabic words Learners can
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER</b> 10 MINS <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN</b> 40MINS <b>(New Learning Including Assessment)</b>	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.  <input type="checkbox"/> 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	Poster/ cut out picture  Cut out shapes, big books, counters, crayons

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	Assessment: let learners blend individual letter-sound to form one syllabic words	
<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>		<b>STRAND:</b> : MY LOCAL COMMUNITY
<b>DAY:</b> Thursday		<b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CLASS:</b> KG 2		
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.5
		<b>PERFORMANCE INDICATOR:</b> Learners can create art works inspired by places in our culture and country
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	Using a picture, have learners talk about elements in the palace which interests them.  Assessment: let learners make a picture of the umbrella and label it nicely.	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> <b>(Learner and Teacher)</b>	Review lesson with Learners by singing songs in relation to it	

<b>DATE:</b>  <b>DAY:</b> Friday  <b>CLASS:</b> KG 2		<b>STRAND:</b> : MY LOCAL COMMUNITY  <b>SUB STRAND:</b> KNOWING THE SPECIAL LEADERS IN OUR COMMUNITY AND COUNTRY
<b>CONTENT STANDARD:</b> K2.4.3.1 Demonstrate understanding and knowledge of the special leaders in our community		<b>INDICATORS:</b> K2.4.3.1.6  <b>PERFORMANCE INDICATOR:</b> Learners can compare objects based on length and weight of various items and objects
<b>CORE COMPETENCE:</b> Communication and collaboration (CC) Personal Development and Leadership (PL) Creativity and Innovation (CI) Critical Thinking and Problem Solving		
<b>KEY WORDS:</b>		
<b>PHASE/DURATION</b>	<b>LEARNERS ACTIVITIES</b>	<b>RESOURCES</b>
<b>PHASE 1: STARTER 10 MINS</b> <b>(Preparing the Brain for Learning)</b>	Have learners to sing songs and recite rhymes that relate to the lesson.	
<b>PHASE 2: MAIN 40MINS</b> <b>(New Learning Including Assessment)</b>	<p>learners to compare the length of objects around them and those in the picture and use the words “longer than” and “shorter than” to compare length of various items measured with nonstandardized scales.</p> <p>Let learners also compare the weight of some objects around them and use words, “heavier than” and “lighter than”.</p> <p>Get them scales and rulers to use and compare the length and height of items measured.</p> <p>Assessment: let learners compare objects based on length and weight of various items and objects</p>	Poster/ cut out picture  Cut out shapes, big books, counters, crayons
<b>PHASE 3: REFLECTION 10MINS</b> (Learner and Teacher)	Review lesson with Learners by singing songs in relation to it	

# **TERM TWO BASIC ONE WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

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BASIC ONE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		One	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B1.1.7.1.3.      B1.2. 7.1.2.      B1.4.5.1.3. B1.5.7.1.1      B1.6.1.1.1.	
<b>Performance Indicator</b>		Learners can recognise 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 and use prepositions in oral and written language to indicate position Learners can read a variety of age – appropriate books and texts from print	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read a story aloud to learners. • Have them discuss, in pairs/small groups, the main and minor characters in the story. • Have groups/pairs share their views with the whole class	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners discuss characters in a story	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners read level appropriate texts independently, with minimal support from peers/teacher.</p> <ul style="list-style-type: none"> <li>• Encourage them to ask and answer factual and inferential questions about the texts to enhance comprehension</li> </ul> <p>Assessment: let learners answer factual and inferential and applicative questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <ul style="list-style-type: none"> <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>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

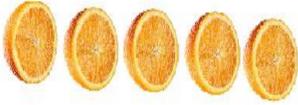
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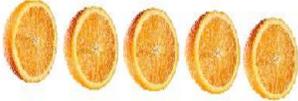
		<p>(Exceptional learners should write four simple sentences).</p> <p>Assessment: let learners use basic descriptive words in writing simple sentence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• State the position of various classroom objects using simple prepositions.</li> <li>• Give sample sentences (on sentence cards) to learners. e.g. Mary is in the room. Aba is sitting on the chair. <ul style="list-style-type: none"> <li>• Let learners identify the words in, on, etc. as words that show position.</li> <li>• Pair up learners and have them use the prepositions identified in simple and meaningful sentences.</li> </ul> </li> </ul> <p>Assessment: let learners identify and use prepositions in oral and written language to indicate position</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using book tease or book talk, introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age appropriate books for learners to make a choice from.</li> <li>• Introduce picture or wordless books, pop-up</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>and flip-the-page texts to learners.</p> <ul style="list-style-type: none"><li>• Encourage them to read individually and in pairs, and provide support and encouragement</li></ul> <p>Assessment: let learners read a variety of age – appropriate books and texts from print</p>	
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<b>Week Ending</b>	
<b>Class</b>	one
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B1.1.3.1.2
<b>Performance Indicator</b>	Learners can count in halves using concrete and pictorial representations of halves
<b>Strand</b>	NUMBER
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>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.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair</p>	<p>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.)</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

<b>Week Ending</b>			
<b>Class</b>	one		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.2.1.1		
<b>Performance Indicator</b>	Learners can know the importance of electricity and identify common household appliances that require electricity to work		
<b>Strand</b>	: FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners mention items in their homes that use electricity.</li> <li>• Alternatively show them videos/drawings of items that use electricity.</li> <li>• Put learners into groups and give each group flashcards of items that use electricity and those that do not.</li> <li>• Assist learners to sort the items into two groups i.e, 'uses electricity' and 'does not use electricity'.</li> <li>• 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.</li> <li>• Guide learners through questioning to understand</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<p>why all such appliances are connected to a source of electricity.</p> <p>Assessment: let learners identify common household appliances that require electricity to work</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners brainstorm on how daily living without electricity will affect our homes, schools and industries.</li> <li>• Summarise lesson by explaining that electricity is a form of energy thus it enables electrical items to work.</li> <li>• Learners talk about the importance of electricity in the home.</li> </ul> <p>Assessment: let learners mention the importance of electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.2.1.1		
<b>Performance Indicator</b>	Learners can describe religious festivals in Ghana		
<b>Strand</b>	Religious Practices and their Moral Implications		
<b>Sub strand</b>	Religious Festivals in the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Guide learners to mention festivals celebrated in the three religions. - Christian: Christmas, Easter, etc. - Islamic: Eid-ul-Fitr, Eid-ul-Adha, etc. - African Traditional Religion (ATR): Odwira, Damba, Homowo, Hogbetsotso, FetuAfahyE, etc.</li> </ul> <p>Assessment: let learners describe religious festivals in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.1.1		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of significant individuals.  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
Thursday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of significant individuals.  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

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<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B1.2.5.2.1		
<b>Performance Indicator</b>	Learners can Identify the base of support of balanced objects		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Guide learners to identify the base of support by; <ul style="list-style-type: none"> <li>1. Standing up – the legs being the base of support;</li> <li>2. Sitting on the chair – chair as the base of support;</li> <li>3. Assume other potures and lead learners to identify the base of support</li> </ul>	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	One		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B1.4.1.1.1.		
<b>Performance Indicator</b>	Learners can mention the characteristics of a responsible citizen		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play on some of the characteristics of a responsible citizen.  Assessment: let learners mention the characteristics of a responsible citizen	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 on some of the characteristics of a responsible citizen.  Assessment: let learners mention the characteristics of a responsible citizen	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>	
<b>Class</b>	one
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B1 1.4.7.1    B1 2.4.7.1
<b>Performance Indicator</b>	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
<b>Strand</b>	Visual Arts          Performing Arts
<b>Sub strand</b>	Appreciating and Appraising
<b>Teaching/ Learning Resources</b>	Pictures
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ view and make informed decisions on agreed guidelines by using the senses and movement; ☐ assess based on 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>made to enhance the usefulness</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: <input type="checkbox"/> based on agreed guidelines assess the value and recognise the characteristics <input type="checkbox"/> assess based on established guidelines for judging performing artworks by using the theme, subject matter, media, techniques, elements <input type="checkbox"/> express own likes and dislikes about the music, dance and drama artworks <input type="checkbox"/> make suggestions for developing own and others' music, dance and drama artworks</p> <p>Assessment: let learners examine the displayed performing artworks and make decisions on the beauty and usefulness of each artwork</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Learning Indicator (s) (Ref. No.)</b>		B1.5.3.1.3 Write a sentence with an action word correctly. B1.5.4.1.1. Recognise adjectives in sentences. B1.5.4.1.2 Recognise comparative words/adjectives in short sentences	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should write a sentence with an action word correctly.</li> <li>• The learner should recognise adjectives in sentences.</li> <li>• The learner should recognise comparative words/adjectives in short sentences</li> <li>•</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a simple sentence on the board. The sentence must have an action word already treated.</li> <li>• Discuss the action word with learners.</li> <li>• Let learners write the sentences with an action word in their exercise books.</li> </ul> <p>Assessment: let learners write a sentence with an action word correctly.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show some concrete objects to learners with different colours and size.</li> <li>• Discuss the objects with them and ask them to describe the objects.</li> <li>• Write down the qualifying words that learners mention on the board.</li> <li>• Write group of words on flashcards and show it to learners.</li> <li>• Lead learners to read the words and recognise the adjectives in the group of words.</li> <li>• Help learners to recognise adjectives. E.g. Colours: red, yellow, blue, etc. Sizes: small, big, etc.</li> </ul> <p>Assessment: let learners identify adjectives in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write simple sentences on flashcards and show it to learners.</li> <li>• Lead learners to read the sentences.</li> <li>• Lead learners to recognise the adjectives in the sentences</li> </ul> <p>Assessment: let learners Identify comparative words/adjectives in short sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC TWO

Name of School.....

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	ENGLISH LANGUAGE		
<b>Reference</b>	English Language curriculum Page		
<b>Learning Indicator(s)</b>	B2.1.7.1.3      B2.2.7.2.2      B2.4.7.1.1      B2.5.7.1.2. B2.6.1.1.1		
<b>Performance Indicator</b>	<p>Learners can recognise and discuss events in a story (characters, settings, moral, etc.)</p> <p>Learners can describe events in a story</p> <p>Learners can write or copy correct sentences from substitution tables</p> <p>Learners can use prepositions to form simple sentences to indicate position and time</p> <p>Learners can read a variety of age and level-appropriate books and texts from print and non-print</p>		
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Read aloud a story to learners.</p> <ul style="list-style-type: none"> <li>• Have them identify and discuss (in pairs) the events in the story.</li> <li>• Have groups share their views with the whole class.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners discuss events in a story											
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Have learners retell stories sequentially.</li> <li>• Have them identify and describe events in the stories.</li> </ul> <p>Assessment: let learners describe events in a story</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>										
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Have a simple 3-4 column substitution table on the board</p> <table border="1" data-bbox="630 898 954 1150"> <tr> <td>I</td> <td>Sing</td> <td rowspan="3">at</td> <td>School</td> </tr> <tr> <td>We</td> <td><u>Play</u></td> <td>Home</td> </tr> <tr> <td>The Boys</td> <td>Read</td> <td>the park</td> </tr> </table> <p>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</p> <p>Assessment: let learners copy correct sentences from substitution tables</p>	I	Sing	at	School	We	<u>Play</u>	Home	The Boys	Read	the park	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
I	Sing	at	School										
We	<u>Play</u>		Home										
The Boys	Read		the park										
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING CONVENTIONS AND GRAMMAR USAGE	What have we learnt today?										

		<p>Provide a short passage containing prepositions that indicate position and time.</p> <ul style="list-style-type: none"> <li>• Let learners identify the prepositions.</li> </ul> <p>Assessment: let learners use prepositions to form simple sentences to indicate position and time</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age and level-appropriate books for learners to make a choice.</li> <li>• Introduce narratives, pop-up and flip-the-page texts to learners.</li> <li>• Introduce e-books to learners, if available.</li> <li>• For each reading session, guide learners to select books</li> </ul> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B2 1.4.7.1                      B2 2.4.7.1		
<b>Performance Indicator</b>	<p>Learners can use the agreed guidelines to make decisions on the beauty and usefulness of the displayed visual artworks as representations of artworks produced or found in other Ghanaian communities</p> <p>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</p>		
<b>Strand</b>	VISUAL ARTS      PERFORMING ARTS		
<b>Sub strand</b>	Appreciation and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ view and make informed decisions on the artworks using the senses and the agreed guidelines ☐ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); ☐ assess the beauty and usefulness of own and others' displayed visual artworks as representations of artworks produced or	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>found in other Ghanaian communities.</p> <p>Assessment: let learners read a variety of age and level-appropriate books and texts from print and non-print</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to: <input type="checkbox"/> view and make informed decisions on the displayed performing artworks using the senses and the agreed guidelines <input type="checkbox"/> examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used, finishing); <input type="checkbox"/> assess the beauty and usefulness of own and others' displayed music, dance and drama performances as representations of artworks produced or performed in other Ghanaian communities.</p> <p>Assessment: let learners use the agreed guidelines to make decisions on the beauty and usefulness of the displayed performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	MATHEMATICS		
<b>Reference</b>	Mathematics curriculum Page		
<b>Learning Indicator(s)</b>	B2.3.1.1.1		
<b>Performance Indicator</b>	Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations.		
<b>Strand</b>	GEOMETRY AND MEASUREMENT		
<b>Sub strand</b>	2D and 3D Shapes		
<b>Teaching/ Learning Resources</b>	Counters		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Sing songs like:  I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners  Assessment: have learners to practice with more examples
Tuesday	Sing songs like:  I'm counting one, what is one	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	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	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners  Assessment: have learners to practice with more examples

Thursday	Sing songs like:  I'm counting one, what is one 5 - Fire	Sort a collection of 3D objects by 1 or 2 features and explain the sorting rule use	Review the lesson with Learners Assessment: have learners to practice with more examples
Friday	Sing songs like:  I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community	Review the lesson with Learners  Assessment: have learners to practice with more examples

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.3.1.1		
<b>Performance Indicator</b>	Learners can discover the effects of forces on objects		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	FORCES AND MOVEMENT		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Provide different scenarios to let learners know that forces cause objects to move or stop, e.g. kicking a ball, pushing a chair or pulling a rope, etc. <ul style="list-style-type: none"> <li>Learners engaged to do the following activities: scrambling of paper and metal foils, pushing objects in the classroom, squeezing empty plastic bottles etc.</li> <li>Learners talk about the activities they performed</li> </ul> <p>Assessment: let learners write the effects of forces on objects</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Emphasise the effects of forces on objects, e.g. changing shape, making it	What have we learnt today?

		<p>move, changing the direction of movement and reducing the speed of a moving object.</p> <p>Assessment: let learners write the effects of forces on objects</p>	<p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B2. 3.1.1.2:		
<b>Performance Indicator</b>	Learners can outline the moral lessons in the early lives of the religious leaders.		
<b>Strand</b>	Religious Leaders		
<b>Sub strand</b>	Early Life of the Leaders of the three Major Religions		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to talk about the moral lessons they have learnt from the discussions about the religious leaders of the three main religions in Ghana.  Assessment: let learners outline the moral lessons in the early lives of the religious leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.5.1.1		
<b>Performance Indicator</b>	Learners can identify Ghanaian women who have made significant contributions to national development		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Some Selected Individuals		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	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.  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
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

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		Assessment: let learners identify Ghanaian women who have made significant contributions to national development	
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<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B2.2.4.2.2:		
<b>Performance Indicator</b>	Learners can identify the roles of parts of the body not directly involved in catching objects.		
<b>Strand</b>	MOVEMENT CONCEPTS, PRINCIPLES AND STRATEGIES		
<b>Sub strand</b>	SPACE AWARENESS, DYNAMICS, RELATIONS, BODY MANAGEMENT AND STRATEGIES		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners understand that the parts of the body that are not involved in catching the ball help to stabilise the body in absorbing the impact of the ball.	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	Two		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B2.4.1.1.1		
<b>Performance Indicator</b>	Learners can explain values cherished by individuals in society		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups list values and behaviours cherished in the community e.g. respect, teamwork, honesty, hard work, obedience, tolerance  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 .	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play the following: i. Patriotism ii. Tolerance iii. Volunteerism	What have we learnt today?

		<p>iv. Love</p> <p>Assessment: let learners explain values cherished by individuals in society</p>	<p>Ask learners to summarize the main points in the lesson</p>
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<b>Learning Indicator (s) (Ref. No.)</b>		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 comparative words/adjectives in sentences.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should write three-letter present tense action words.</li> <li>• The learner should use present tense action words in a simple sentence correctly.</li> <li>• The learner should recognise comparative words/adjectives in sentences.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write three-letter present tense action words on the board.</li> <li>• Lead learners to read the words.</li> <li>• Let learners read the action words as a group.</li> <li>• Let learners read the action words one after the other.</li> <li>• Demonstrate the action words with the class.</li> <li>• Let learners write three-letter present tense action words.</li> </ul> <p>Assessment: let learners write three-letter present tense action words.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

		<p>words/adjectives in sentences</p> <p>Assessment: let learners identify comparative words/adjectives in sentences.</p>	<p>Review the lesson with learners</p>
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# **TERM TWO BASIC THREE WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

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BASIC THREE

Name of School.....

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

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Read a narrative text aloud to learners.</p> <ul style="list-style-type: none"> <li>Put learners in groups to identify and talk about the parts of the story (e.g. beginning, middle and end).</li> </ul> <p>Assessment: let learners identify the sequence of events in stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

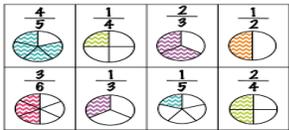
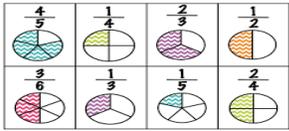
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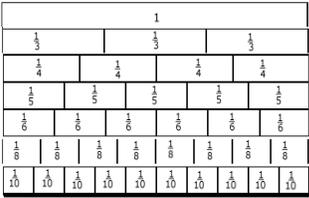
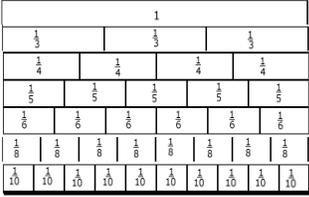
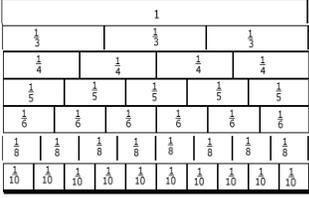
		<ul style="list-style-type: none"> <li>• Have learners write a neat final copy and read it once again to check for errors.</li> </ul> <p>Assessment: let learners proofread draft to correct punctuation and spelling errors</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced beautifully. • Elicit other adverbs and provide practice</p> <p>Assessment: let learners can identify qualifying words in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.EXTENSIVE READING</p> <p>Using the Author’s chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> <li>• Have a variety of age/level-appropriate books for learners to make a choice from.</li> <li>• Introduce narratives, expository, procedural texts to learners.</li> <li>• Guide learners to select books for readings</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners read a variety of age and level-appropriate books and summarise them	
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<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B3.1.3.1.3
<b>Performance Indicator</b>	Learners can Compare and order unit fractions and fractions with like denominators by using concrete models, pictorial representations and number line
<b>Strand</b>	Number
<b>Sub strand</b>	Fractions
<b>Teaching/ Learning Resources</b>	Counters

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

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

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

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

		Assessment: let learners explain why farmers need heat	Ask learners to summarize the important points of the lesson
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.4.1. 1.                      B3.3.4.1. 2.		
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana.  Learners can identify moral lessons of the lives of the religious leaders		
<b>Strand</b>	OUR BELIEFS AND VALUES		
<b>Sub strand</b>	Being a Leader		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	In groups, learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion  Assessment: let learners describe the youthful lives of the leaders of the three major religions in Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Discuss with learners, the moral lessons of the youthful lives of the religious leaders: piety, honesty, sacrifice, patience, hard work, 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	
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<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B3.2.4.1.1		
<b>Performance Indicator</b>	Learners can identify the forts and castles built along the coast of Ghana		
<b>Strand</b>	My Country Ghana		
<b>Sub strand</b>	Major Historical Locations		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located.  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located.  Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B3.3.1.3. 1:		
<b>Performance Indicator</b>	Learners can Dance for 10 minutes with music		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY, STRENGTH, ENDURANCE,FLEXIBILITY BODY COMPOSITION		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform a 10 minute dance with music at their own pace for recreation and improvement of their physical fitness.  Assessment: let learners	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>	
<b>Class</b>	Three
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION
<b>Reference</b>	RME curriculum Page
<b>Learning Indicator(s)</b>	B3.3.1.1.1
<b>Performance Indicator</b>	Learners can describe the youthful lives of the leaders of the three major religions in Ghana. •
<b>Strand</b>	Religious Leaders
<b>Sub strand</b>	The Youthful Life of the Leaders of the three Major Religions
<b>Teaching/ Learning Resources</b>	Pictures

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

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

<b>Week Ending</b>			
<b>Class</b>	Three		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B3 1.4.7.1                      B3 2.4.7.1		
<b>Performance Indicator</b>	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		
<b>Strand</b>	VISUAL ARTS		
<b>Sub strand</b>	Appreciating and Appraising		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ view and make informed decisions on the artworks using the senses and the agreed guidelines ☐ examine the features of the artworks based on the agreed guidelines (e.g. the theme, subject matter, media and techniques used); ☐ assess the beauty and usefulness of own and others' displayed visual artworks as representations of	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

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

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

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC FOUR

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B4.1.8.1.1.          B4.2.7.1.4.    B4.3.5.1.5 B4.4.12.1.1          B4.5.6.1.1.    B4.6.1.1.1.	
<b>Performance Indicator</b>		<p>A. Learners can use appropriate pronunciation and intonation in asking and answering questions</p> <p>B. Learners can read level-appropriate texts silently and closely for comprehension.</p> <p>C. Learners can use the simple past form of verbs for:</p> <ul style="list-style-type: none"> <li>- Completed actions or events</li> <li>- Regular actions in the past</li> </ul> <p>D. Learners can use descriptive words/expressions to describe places, personal experiences and events</p> <p>E. Learners can use adverbs to talk about when and where the action of a verb took place</p> <p>F. Learners can read a variety of age- and level appropriate books and present a two-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Through role-play, learners ask questions such as: What is your	What have we learnt today?

		<p>name? How are you? Where do you live?</p> <ul style="list-style-type: none"> <li>• Guide learners to use appropriate pronunciation and intonation in asking and answering questions. e.g. What do you want? Where's your school?</li> </ul> <p>Assessment: let learners use appropriate pronunciation and intonation in asking and answering questions</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Briefly discuss the need for silent reading.</p> <ul style="list-style-type: none"> <li>• Guide learners with pre-reading questions.</li> <li>• Assign them to read the text silently to find answers to the prereading questions.</li> </ul> <p>Assessment: let learners read level-appropriate texts silently and closely for comprehension.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Revise the simple present tense by having learners say what they do regularly e.g. every morning.</p> <ul style="list-style-type: none"> <li>• Learners listen to a simple story in which several completed actions have occurred.</li> <li>• Discuss the story and have learners identify the verbs.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• 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> <p>Assessment: let learners use the simple past form of verbs to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Revise adjectives by having learners describe familiar people, objects and places in their environment.</p> <ul style="list-style-type: none"> <li>• Learners in their groups talk about interesting places they have visited.</li> <li>• Guide them to describe places of their choice using knowledge of adjectives.</li> <li>• Have them do peer editing and share their work with the class.</li> <li>• They repeat the procedure above to describe events, situations and personal experiences.</li> </ul> <p>Assessment: let learners use descriptive words/expressions to describe places, personal experiences and events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in group go on a field trip/excursion to e.g. a tourist centre.</p> <ul style="list-style-type: none"> <li>• Let them write and present their stories to</li> </ul>	

		<p>demonstrate their knowledge of adverbs of place and time.</p> <p>Assessment: let learners use adverbs to talk about when and where the action of a verb took place</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners can read a variety of age-and level appropriate books and present a-two-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

<b>Week Ending</b>															
<b>Class</b>	Four														
<b>Subject</b>	MATHEMATICS														
<b>Reference</b>	Mathematics curriculum Page														
<b>Learning Indicator(s)</b>	B4.2.1.3.1	B4.2.1.3.2	B4.2.2.1.1												
<b>Performance Indicator</b>	<p>Learners can translate the information in a given problem into a table or chart.</p> <p>Learners can identify and extend the patterns in a table or chart to solve a given problem.</p> <p>Write a given problem as an equation in which a symbol is used to represent an unknown number.</p>														
<b>Strand</b>	Algebra														
<b>Sub strand</b>	Patterns and Relationships														
<b>Teaching/ Learning Resources</b>	Counters														
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b> Critical Thinking and Problem Solving.															
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>												
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let</p>	<p>Given the numerical pattern, ask students to extend the pattern and explain how they determined the pattern and its missing elements</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>A</td> <td>B</td> </tr> <tr> <td>1</td> <td>2</td> </tr> <tr> <td>2</td> <td>4</td> </tr> <tr> <td>3</td> <td></td> </tr> <tr> <td>4</td> <td>8</td> </tr> <tr> <td></td> <td></td> </tr> </table>	A	B	1	2	2	4	3		4	8			<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
A	B														
1	2														
2	4														
3															
4	8														
Tuesday	<p>Sing songs like:</p> <p>I'm counting one,</p>	<p>Ask students to use manipulatives to represent this pattern and describe the relationship between the chart and the concrete representations</p>	<p>Review the lesson with Learners</p>												

			Assessment: have learners to practice with more examples																								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Give students two tables with patterns that are related in some way. Students should first extend each one by three more numbers. Then they should explain how the two patterns are alike and how they are different</p> <table border="1" style="display: inline-table; margin-right: 20px;"> <thead> <tr> <th colspan="2">Pattern A</th> </tr> </thead> <tbody> <tr><td>1</td><td>5</td></tr> <tr><td>2</td><td>10</td></tr> <tr><td>3</td><td>15</td></tr> <tr><td>4</td><td>20</td></tr> <tr><td>5</td><td>25</td></tr> </tbody> </table> <table border="1" style="display: inline-table;"> <thead> <tr> <th colspan="2">Pattern B</th> </tr> </thead> <tbody> <tr><td>1</td><td>2</td></tr> <tr><td>2</td><td>7</td></tr> <tr><td>3</td><td>12</td></tr> <tr><td>4</td><td>17</td></tr> <tr><td>5</td><td>22</td></tr> </tbody> </table>	Pattern A		1	5	2	10	3	15	4	20	5	25	Pattern B		1	2	2	7	3	12	4	17	5	22	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Pattern A																											
1	5																										
2	10																										
3	15																										
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5	25																										
Pattern B																											
1	2																										
2	7																										
3	12																										
4	17																										
5	22																										
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Students could make up their own pairs of patterns and challenge other students to discover how they are alike and how they are different</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one</p>	<p>Ask students to explain the purpose of the box symbol in the following equation:</p> $15 - \square = 8$	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>																								

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B4.4.2.1.2		
<b>Performance Indicator</b>	Learners can describe ways of conserving electricity		
<b>Strand</b>	FORCES AND ENERGY		
<b>Sub strand</b>	ELECTRICITY AND ELECTRONICS		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners explain why their parents put off the lights, television and other electrical appliances when leaving the house in the morning. <ul style="list-style-type: none"> <li>• Discuss with learners what happens when electrical gadgets such as heaters and pressing irons are left on when leaving the house.</li> <li>• Learners work in groups to discuss activities that contribute to wastage of electricity.</li> <li>• Based on their responses, facilitate a discussion on ways of conserving electricity.</li> </ul> <p>Assessment: let learners describe ways of conserving electricity</p>	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners work in groups to discuss activities that contribute to wastage of electricity.</p> <ul style="list-style-type: none"> <li>• Based on their responses, facilitate a discussion on ways of conserving electricity.</li> <li>• Learners present their ideas to class for discussion</li> </ul> <p>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</p> <p>Assessment: let learners describe ways of conserving electricity</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	Four
<b>Subject</b>	OUR WORLD OUR PEOPLE
<b>Reference</b>	Our World Our People curriculum Page
<b>Learning Indicator(s)</b>	B4 3.4.1.1.
<b>Performance Indicator</b>	Learners can describe leadership as a valuable skill
<b>Strand</b>	OUR BELIEFS AND VALUES
<b>Sub strand</b>	Being a Leader
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recall leaders in the community and others they know of (Jesus Christ, Mohammed, Okomfo Anokye, Togbui Tsali, President Mahama, 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.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners describe good leadership qualities	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Assessment: let learners describe leadership as a valuable skill</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>		Four	
<b>Subject</b>		RELIGIOUS AND MORAL EDUCATION	
<b>Reference</b>		RME curriculum Page	
<b>Learning Indicator(s)</b>		B4.4.1.1.1	
<b>Performance Indicator</b>		Learners can explain the need to be committed to God	
<b>Strand</b>		The Family and Community	
<b>Sub strand</b>		Roles and Relationships	
<b>Teaching/ Learning Resources</b>		Pictures	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Let learners mention the ways by which we are committed to God:</p> <ul style="list-style-type: none"> <li>- Prayer,</li> <li>- service to humankind,</li> <li>- caring for the environment,</li> <li>- helping the needy (charity), etc.</li> </ul> <p>• Guide learners to discuss the need to be committed to God:</p> <ul style="list-style-type: none"> <li>- God created us; it is a command from Him,</li> <li>- He provides our needs,</li> <li>- we get good things from Him, - we worship Him, etc</li> </ul> <p>Assessment: let learners explain the need to be committed to God</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	B4.4.1.1.1		
<b>Performance Indicator</b>	Learners can examine the Bond of 1844.		
<b>Strand</b>	Colonisation and Developments under Colonial Rule in Ghana		
<b>Sub strand</b>	Establishing British Rule in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  What led to the signing of the bond of 1844? Where was the Bond of 1844 signed? Which people signed? What was the significance of the Bond?	Discuss events leading to the signing of the Bond of 1844  Assessment: let learners describe events leading to the signing of the Bond of 1844	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 events leading to the signing of the Bond of 1844.  Assessment: let learners describe events leading to the signing of the Bond of 1844	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>	
<b>Class</b>	four
<b>Subject</b>	CREATIVE ARTS
<b>Reference</b>	Creative Arts curriculum
<b>Learning Indicator(s)</b>	B4 1.2.3.2      B4 2.2.3.2
<b>Performance Indicator</b>	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
<b>Strand</b>	Visual Arts      Performing Arts
<b>Sub strand</b>	Planning, Making and Composing
<b>Teaching/ Learning Resources</b>	Pictures

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☐ select ideas from the natural and manmade environments of some Ghanaian communities and create own designs for artworks</li> <li>☐ 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</li> </ul> discuss 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 visual arts media	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ select ideas from the history and culture of the people and come out with own music, dance, drama, poem, etc.;</li> <li>☑ select 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;</li> <li>☑ discuss and share their experiences through jury and peer review.</li> </ul> <p>Assessment: let learners create own artworks using available performing arts media</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Four		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B4.3.2.3.1		
<b>Performance Indicator</b>	Learners can perform continuous “v” push-up		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION CONTENT STANDARD		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learner demonstrates the correct position by sitting on the floor, straightening the legs and open to “v” shape and keep palms flat on the floor. Learners lift the body up at their own pace	What have we learnt today?  Use answers to summarise the lesson.

<b>Week Ending</b>			
<b>Class</b>	four		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B4.1.3.2.2.		
<b>Performance Indicator</b>	Learners can describe various tools or techniques of data collection		
<b>Strand</b>	WORD PROCESSING		
<b>Sub strand</b>	INTRODUCTION TO MS-WINDOWS INTERFACE		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore the tools for collecting data and aid them to make practical examples of the various tools.  Assessment: let learners describe various tools or techniques of data collection	What have we learnt today?  Ask learners to summarize the main points in the lesson





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

**TERM TWO**  
**BASIC FIVE**  
**WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

BASIC FIVE

Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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	
<b>Performance Indicator</b>		<p>A. Learners can distinguish between causes and effects of events in a story</p> <p>B. Learners can relate two or more ideas in a text</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons: – Regular e.g. shorter – Irregular: better</p> <p>D. Learners can write freely on topics of choice on issues in the community</p> <p>E. Learners can use singular and plural subjects and the verb forms that go with them</p> <p>F. Learners can read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>Select an appropriate story to be read in class.</p> <ul style="list-style-type: none"> <li>• Have learners read the story and re-tell it to the class.</li> <li>• Work together with learners to identify the events in the story and link them sequentially by</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>identifying cause and effect.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Assessment: let learners distinguish between causes and effects of events in a story</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Through relevant questions, have learners make personal</p> <ul style="list-style-type: none"> <li>• connections with a text read.</li> </ul> <p>e.g. Does the message in this passage remind you of something?</p> <p>Answer: This story reminds me of a holiday I spent with my grandfather.</p> <ul style="list-style-type: none"> <li>• Have learners relate two or more ideas within the text or from different texts.</li> </ul> <p>Assessment: let learners relate two or more ideas in a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Let them form the comparative forms for irregular adjectives. e.g.</p> <p>good better</p> <p>Bad worse</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Introduce drills to give learners practice in their usage.</li> </ul> <p>Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Have learners follow the writing process to create their own pieces on a given topic.</p> <p>Learners present their work for editing.</p> <ul style="list-style-type: none"> <li>• Have pupils publish their works on the notice board</li> </ul> <p>Assessment: let learners write freely on topics of choice on issues in the community</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Note: Let learners use the various tenses(simple, present perfect and past perfect</p> <p>Review the listed tenses</p> <p>Show samples of texts from their reader and elsewhere.</p> <ul style="list-style-type: none"> <li>• Provide topics for learners to practise with their groups.</li> </ul> <p>Assessment: let learners use singular and plural subjects and the verb forms that go with them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <p>Have learners read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B5.2.1.1.6                      B5.2.1.1.7
<b>Performance Indicator</b>	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
<b>Strand</b>	2. ALGEBRA
<b>Sub strand</b>	1: Patterns and Relationships
<b>Teaching/ Learning Resources</b>	Counters
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>										
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Ask students to respond to the 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 marbles in the fourth bag and twelve in the fifth bag. Her friend Ayerko noticed an error in the pattern. Can you identify and describe the error? <table border="1" data-bbox="581 1486 992 1581"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table>	Bags	1	2	3	4	Marbles	2	4			Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples
Bags	1	2	3	4									
Marbles	2	4											
Tuesday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask students to respond to the 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 marbles in the fourth bag and	Review the lesson with Learners  <b>Assessment:</b> have learners to practice with more examples										

	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>twelve in the fifth bag.</p> <p>Her friend Ayerko noticed an error in the pattern. Can you</p> <table border="1"> <tr> <td>Bags</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>Marbles</td> <td>2</td> <td>4</td> <td></td> <td></td> </tr> </table> <p>identify and describe the error?</p>	Bags	1	2	3	4	Marbles	2	4			
Bags	1	2	3	4									
Marbles	2	4											
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>7</td> <td>14</td> <td>7 times n</td> <td>7n</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	7	14	7 times n	7n	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	7	14	7 times n	7n									
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p> <table border="1"> <tr> <td>Term/ Input</td> <td>1</td> <td>2</td> <td>Rule for n in words</td> <td>Rule for n in Algebra</td> </tr> <tr> <td>Result/ Output A</td> <td>0</td> <td>4</td> <td>4 times one less n</td> <td>4(n-1)</td> </tr> </table>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra	Result/ Output A	0	4	4 times one less n	4(n-1)	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Term/ Input	1	2	Rule for n in words	Rule for n in Algebra									
Result/ Output A	0	4	4 times one less n	4(n-1)									
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to state the rules in words and in algebra to represent a given increasing linear patterns.</p>	<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>										

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	<p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	Term/ Input	1	2	Rule for n in words	Rule for n in Algebra
		Result/ Output A	4	7	1 more than 3 times n	$1 + 3n$

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.2.1		
<b>Performance Indicator</b>	Learners can show the relationship between heat and temperature		
<b>Strand</b>	4: FORCES AND ENERGY		
<b>Sub strand</b>	1: SOURCES AND FORMS OF ENERGY		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Review previous lesson on temperature with learners	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. <ul style="list-style-type: none"> <li>Learners undertake an activity of placing objects such as metal plates, pieces of stone in the sun.</li> <li>Learners initially touch the objects to feel their degree of warmness before they are put in the sun.</li> <li>After 20 minutes, learners touch the objects again and feel the difference in temperature.</li> <li>Learners should then</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>place the stones or metals in a bowl of water and afterwards, touch again to determine whether they become hotter or colder.</p> <p>Assessment: let learners show the relationship between heat and temperature</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>Elaborate on learners' ideas, emphasising heat as the factor that changes temperature.</p> <ul style="list-style-type: none"> <li>• Summarise lesson by explaining to learners that when heat is lost, temperature reduces, when heat is gained, temperature increases.</li> </ul> <p>Assessment: let learners show the relationship between heat and temperature</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	OWOP curriculum Page		
<b>Learning Indicator(s)</b>	B5.4.1.2.1.		
<b>Performance Indicator</b>	Learners can discuss the importance of being a responsible citizen in the nation		
<b>Strand</b>	4: OUR NATION GHANA		
<b>Sub strand</b>	1: Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe attitudes and behaviours that show that a person is responsible e.g. obedience to rules and regulations, respect others, accepting 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	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the importance of being a responsible citizen e.g. to promote unity, to gain respect, to be considered a reliable person, etc.</p> <p>Learners role-play activities of responsible citizens. Learners identify and talk about what they can do to help the country to develop.</p> <p>Assessment: let learners discuss the importance of being a responsible citizen in the nation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B5 3.1.1.2:		
<b>Performance Indicator</b>	Learners can outline the moral lessons from the ministry of the various leaders		
<b>Strand</b>	3: Religious Leaders		
<b>Sub strand</b>	1: Ministry of the Leaders of the Three Major Religions in Ghana		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc.  Assessment: let learners outline the moral lessons from the ministry of the various leaders	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	HISTORY		
<b>Reference</b>	History curriculum Page		
<b>Learning Indicator(s)</b>	Journey to Independence		
<b>Performance Indicator</b>	Learners can identify the early protest movements in Ghana before 1945.		
<b>Strand</b>	5: Journey to Independence		
<b>Sub strand</b>	1: Early Protest Movements		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the sequence of events that led to the formation of these movements. The Gold Coast Youth Conference, 1929  Assessment: let learners identify the early protest movements in Ghana before 1945.	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 that led to the formation of these movements. The Gold Coast Youth Conference, 1929  Assessment: let learners identify the early protest movements in Ghana before 1945.	What have we learnt today?  Ask learners to summarize the main points in the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B5 1.2.3.2      B5 2.2.3.2		
<b>Performance Indicator</b>	Learners can create own visual artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa. Learners can create own performing artworks based on own ideas, knowledge and understanding of artworks that reflect the physical and social environments of some communities in Africa		
<b>Strand</b>	1: Visual Arts 2: Performing Arts		
<b>Sub strand</b>	2: Planning, Making and Composing 2: Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ 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; ☐ make own comprehensive designs based on reflections on the physical and social	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>environment of some communities in Africa;</p> <p>☑ follow own design to produce personal artwork by selecting and using available but suitable and appropriate:</p> <p>a) materials available (e.g. clay for modelling and casting; paper for drawing and painting; colour for painting and spraying; wood and other solid materials for carving; glue for bonding; yarn for weaving); b) tools and equipment e.g. - brush for painting; - scissors and cutting knives for cutting; - spray diffuser for spraying - chisel for carving - spatulas for modelling - craft tools for punching, perforating, etc.;</p> <p>c) manual/mechanical production methods/techniques;</p> <p>d) select and use suitable and appropriate manual/mechanical finishing and decorating techniques</p> <p>Assessment: let learners create own visual artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ demonstrate basic knowledge and skills in the use and application of the elements and principles of performing arts, instruments, equipment and techniques freely in creative and expressive ways to produce</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>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;</p> <p>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);</p> <p>c) 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);</p> <p>d) props, scenery, and costumes for different styles and performances which support and enhance the intent of a production</p>	
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		Assessment: let learners create own performing artworks	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.5.2.5:		
<b>Performance Indicator</b>	Learners can Distinguish between volleying and kicking and describe the similarities and differences.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness, Dynamics, Relations, Body Management and Strategies		
<b>Teaching/ Learning Resources</b>	ball		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	<p>Volleying is when a ball is strike before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc.</p> <p>Kicking is the act of striking a ball from the ground which is common in Soccer.</p> <p>Learners practice the skill, observe and give them corrective feedback.</p> <p>Ensure that learners progress at their own pace.</p>	End the lesson with cool down activities and use questions to summarise the lesson

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	COMPUTING		
<b>Reference</b>	Computing curriculum Page		
<b>Learning Indicator(s)</b>	B5.6.2.1.7 B5.6.2.1.8 B5.6.2.1.9		
<b>Performance Indicator</b>	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.		
<b>Strand</b>	Internet and social media		
<b>Sub strand</b>	2: WEB BROWSERS AND WEB PAGES		
<b>Teaching/ Learning Resources</b>	Laptop		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore features of a Web Page (text, graphics, audio, video, animation etc. through practical lessons)  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	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners move within and between web pages using hyperlinks.	
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<b>Learning Indicator (s) (Ref. No.)</b>		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 sentences.	
<b>Performance Indicators</b>		<ul style="list-style-type: none"> <li>• The learner should recognise and use postpositions in complex sentences</li> <li>• The learner should recognise postpositions in paragraphs</li> <li>• The learner should recognise single conjunctions such as “but” and “because” in compound sentences.</li> </ul>	
Week Ending			
<b>Reference</b>		Ghanaian Language curriculum	
<b>Subject</b>		<b>GHANAIAN LANGUAGE</b>	
<b>Teaching/ Learning Resources</b>		Manila cards, markers, recorded audios visual	
<b>Core Competencies:</b> Communication and collaboration Personal development and leadership			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS</b> (Preparing The Brain For Learning)	<b>PHASE 2: MAIN 40MINS</b> (New Learning Including Assessment)	<b>PHASE 3: REFLECTION 10MINS</b> (Learner And Teacher)
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Revise postpositions with learners.</li> <li>• Let learners give some examples of postpositions.</li> <li>• Write the postpositions on the board and read them aloud.</li> <li>• Allow learners to form some sentences.</li> <li>• Write sentences with postposition words on flashcards. Read aloud the sentences and allow learners to also read.</li> <li>• Guide learners to recognise post positions in complex sentences.</li> <li>• Allow learners to use some of the written postpositions on the</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>board to form complex sentences.</p> <ul style="list-style-type: none"> <li>• Explain the structure of a complex sentence to learners.</li> <li>• Assist learners to use postpositions in writing complex sentences.</li> </ul> <p>Assessment: let learners use postpositions in complex sentences</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners use postpositions in paragraphs</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• 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>	<p>What have we learnt today?</p>

		<ul style="list-style-type: none"><li>• Give a sample compound sentence and guide learners to recognise the conjunction in it.</li><li>• Write out other conjunctions and read aloud to learners.</li><li>• Use flashcards with single conjunctions written on them to assist learners to recognise single conjunctions such as “but”, “because” in compound sentences.</li></ul> <p>Assessment: let learners use single conjunctions such as “but” and “because” in compound sentences.</p>	Review the lesson with learners
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# **TERM TWO**

## **BASIC SIX**

### **WEEK TEN**

WEEKLY SCHEME OF LEARNING- WEEK TEN

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BASIC SIX

Name of School.....

Week Ending			
Class		six	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B6.6.1.1.1	
Performance Indicator		Learners can List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	
Strand		Independent Ghana	
Sub strand		The Republics	
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  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.  Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .	What have we learnt today?  Ask learners to summarize the main points in the lesson

<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p> <p>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.</p> <p>Assessment: let learners List the names of all the Presidents of the Fourth Republic and their dates of tenure. .</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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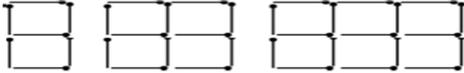
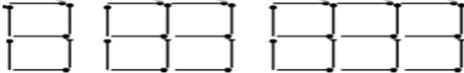
<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	SCIENCE		
<b>Reference</b>	Science curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.3.1.1		
<b>Performance Indicator</b>	Learners can recognise the relationship between energy and forces		
<b>Strand</b>			
<b>Sub strand</b>	FORCES AND MOVEMENT		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes  Discuss the functions of parts of plants with learners	Learners form different groups to undertake activities on application of forces, e.g. pulling items across a distance, lifting up loads of different weights. <ul style="list-style-type: none"> <li>Learners brainstorm on the relationship between energy and forces, e.g. why is it more difficult to lift a table than a book?</li> <li>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.</li> </ul> Assessment: let learners identify the relationship between energy and forces	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Lead learners to explain that when a force acts on an object, it first needs to overcome the weight of the	What have we learnt today?

		<p>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.</p> <ul style="list-style-type: none"> <li>• Relate this to the need to apply more energy/effort in our daily activities to be successful (Weeding with a cutlass, cutting a tree etc.).</li> </ul> <p>Assessment: let learners identify the relationship between energy and forces</p>	<p>Ask learners to summarize the important points of the lesson</p>
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<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	MATHEMATICS
<b>Reference</b>	Mathematics curriculum Page
<b>Learning Indicator(s)</b>	B6.2.1.1.4
<b>Performance Indicator</b>	Learners can represent a given pattern visually to verify predictions
<b>Strand</b>	Algebra
<b>Sub strand</b>	Pattern and Relationships
<b>Teaching/ Learning Resources</b>	Counters

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

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>												
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares. <table border="1" data-bbox="560 1066 1036 1381"> <tr> <td>Pattern Number</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks in the perimeter</td> <td>3</td> <td>6</td> <td></td> </tr> <tr> <td>Match sticks enclosed in the pattern</td> <td>0</td> <td>3</td> <td></td> </tr> </table>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		Review the lesson with Learners  Assessment: have learners to practice with more examples
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													
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	Ask learners to examine the pattern in the table below which shows the number of match sticks used in making a pattern of squares. <table border="1" data-bbox="560 1556 1036 1871"> <tr> <td>Pattern Number</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks in the perimeter</td> <td>3</td> <td>6</td> <td></td> </tr> <tr> <td>Match sticks enclosed in the pattern</td> <td>0</td> <td>3</td> <td></td> </tr> </table>	Pattern Number	1	2	3	Match sticks in the perimeter	3	6		Match sticks enclosed in the pattern	0	3		Review the lesson with Learners
Pattern Number	1	2	3												
Match sticks in the perimeter	3	6													
Match sticks enclosed in the pattern	0	3													

	5 - Fire										
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p> 	<p>Assessment: have learners to practice with more examples</p>								
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2</p>	<p>Ask learners to use match sticks to make the patterns of triangles and complete the table. Guide learners to describe the relationship</p> 	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>								
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners to write questions based on number or geometric patterns for their friends to find answers to; e.g. how many match sticks will be used for the 9th pattern of triangles? How many match sticks will be used for the 8th pattern of squares?</p> <table border="1" data-bbox="558 1335 1037 1560"> <tr> <td>Number of triangles</td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>Match sticks</td> <td>7</td> <td>12</td> <td></td> </tr> </table>	Number of triangles	1	2	3	Match sticks	7	12		<p>Review the lesson with Learners</p> <p><b>Assessment:</b> have learners to practice with more examples</p>
Number of triangles	1	2	3								
Match sticks	7	12									

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		ENGLISH LANGUAGE	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		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.	
<b>Performance Indicator</b>		<p>A. Learners can identify the problems and solutions in texts</p> <p>B. Learners can respond to a text with reason, simple judgment and personal interpretations</p> <p>C. Learners can use the imperative form of verb to give warning and express prohibitions</p> <p>D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events.</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</p> <p>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</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGAUGE</p> <p>Ask questions for learners to recall the events and values in stories read.</p> <ul style="list-style-type: none"> <li>• Guide them to analyse these into cause(s) effect(s) and solution(s)</li> </ul> <p>Assessment: let learners identify the problems and solutions in texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B .READING</b>  Have learners read a short text.</p> <ul style="list-style-type: none"> <li>• Learners create a mental image from the text read. (This visualisation will help bring life to the text for learners to interpret and give their opinion and personal interpretation to the write up).</li> <li>• Lead a discussion of each text read with questions. Questions should elicit : <ul style="list-style-type: none"> <li>- Factual information</li> <li>- Implied meaning</li> <li>- Judgment</li> <li>- Evaluation</li> <li>- Personal Response</li> </ul> </li> </ul> <p>Assessment: let learners respond to a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C. GRAMMAR</b>  E.g. Break the glass, and you will pay for it</p> <p>Assessment: let learners use the imperative form of verb to give warning and express prohibitions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b><u>D. WRITING</u></b></p> <ul style="list-style-type: none"> <li>• Briefly revise the writing process by having learners name the stages and say what happens at each stage.</li> </ul>	<p>What have we learnt today?</p>

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		<ul style="list-style-type: none"> <li>• Revise descriptive writing with learners <ul style="list-style-type: none"> <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: <ul style="list-style-type: none"> <li>• Discuss the descriptive words and expressions with learners.</li> <li>• 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</li> </ul> </li> </ul> </li> </ul> <p>Assessment: let learners use descriptive words/ sound devices/ figurative language to describe events/situations/ places/ personal experiences and events.</p>	<p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E. WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <ul style="list-style-type: none"> <li>• Provide samples of texts demonstrating the use of the comparative and superlative forms of</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>regular/irregular adjectives.</p> <ul style="list-style-type: none"> <li>• Let learners describe various objects using the comparative and superlative forms of regular and irregular adjectives.</li> </ul> <p>E.g. The green house is big. The blue house is bigger but the yellow one is the biggest.</p> <p>Put learners into groups to write short paragraphs containing the three forms of adjectives</p> <p>Assessment: let learners use superlative forms of regular and irregular adjectives to make comparison in sentences</p>	
Friday	Guide learners to choose and read books during the library period	<p>E. EXTENSIVE READING</p> <p>Lead discussion on the importance of reading widely.</p> <ul style="list-style-type: none"> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> </ul>	Have learners to tell what they read to the whole class

		<ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback.</li><li>• Encourage them to visit the local library to read and borrow books.</li><li>• Encourage them to share whatever they read with their mates.</li></ul> <p>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</p>	
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<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	CREATIVE ARTS		
<b>Reference</b>	Creative Arts curriculum		
<b>Learning Indicator(s)</b>	B6 1.2.3.2	B6 2.2.3.2	
<b>Performance Indicator</b>	Learners can create own visual artworks that reflect the physical and social environments of some communities in the world Learners can create own performing artworks that reflect the physical and social environments of some communities in the world		
<b>Strand</b>	Visual Arts	Performing Arts	
<b>Sub strand</b>	Planning, Making and Composing		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ present and share design concepts that reflect knowledge and understanding of the physical and social 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 jury and peer review	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners create own visual artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ present and share concepts that reflect knowledge and understanding of the physical and social environments of some communities in the world;</li> <li>☑ 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;</li> <li>☑ discuss, compare and share composition and experiences through peer review.</li> </ul> <p>Assessment: let learners create own performing artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	six		
<b>Subject</b>	PHYSICAL EDUCATION		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B6.3.1.3.1		
<b>Performance Indicator</b>	Learners can Perform 8 minutes running with or without music.		
<b>Strand</b>	PHYSICAL FITNESS		
<b>Sub strand</b>	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION.		
<b>Teaching/ Learning Resources</b>	cones		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners in file accompanied by music (any form) run for 8 minutes none stop for fitness test at the beginning of the term. Learners run at their own pace,	What have we learnt today? Use answers to summarise the lesson.

<b>Week Ending</b>	
<b>Class</b>	six
<b>Subject</b>	COMPUTING
<b>Reference</b>	Computing curriculum Page
<b>Learning Indicator(s)</b>	B6.6.2.1.6 B6.6.2.1.7. B6.6.3.1.1.
<b>Performance Indicator</b>	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).
<b>Strand</b>	INTERNET AND SOCIAL MEDIA
<b>Sub strand</b>	WEB BROWSERS AND WEB PAGES SURFING THE WORLD WIDE WEB
<b>Teaching/ Learning Resources</b>	Laptop
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Engage learners to sing songs and recite familiar rhymes	<p>Guide the learners to navigate using the back button to go to a previous page</p> <p>Guide learners to search for items using the search textbox</p> <p>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</p> <p>Assessment: let learners show how to find items on a page</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	SIX		
<b>Subject</b>	OUR WORLD OUR PEOPLE		
<b>Reference</b>	Our World Our People curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1.		
<b>Performance Indicator</b>	Learners can describe activities for peaceful living		
<b>Strand</b>	OUR NATION GHANA		
<b>Sub strand</b>	Being a Citizen		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of living peacefully with each other e.g. love, tolerance, forgiveness, self-control  Learners discuss the importance of peaceful living e.g. togetherness, security, development  Assessment: let learners describe activities for peaceful living	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 engage in a role - play and other activities to demonstrate peaceful living people of different ethnic groups celebrating together	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners describe activities for peaceful living	
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<b>Week Ending</b>			
<b>Class</b>			
<b>Subject</b>	RELIGIOUS AND MORAL EDUCATION		
<b>Reference</b>	RME curriculum Page		
<b>Learning Indicator(s)</b>	B6.4.1.1.1		
<b>Performance Indicator</b>	Learners can demonstrate ways they can commit themselves to the community.		
<b>Strand</b>	The Family and community		
<b>Sub strand</b>	Commitment to the God		
<b>Teaching/ Learning Resources</b>	Pictures		
<b>Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</b>			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write group essays on commitment to the society for class discussions.  Assessment: let learners demonstrate ways they can commit themselves to the community	What have we learnt today?  Ask learners to summarize the main points in the lesson



		<p>out the postpositions used by learners on the board.</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners use postpositions in paragraphs.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <p>Assessment: let learners use postpositions in writing paragraphs appropriately</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>