

MY QUEEN  
SAMPLE TERM ONE  
RECOVERY LESSON PLAN BASIC THREE  
ANNUAL SCHEME OF LEARNING  
TERMLY SCHEME OF LEARNING  
WEEK 1 – 12

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**TERM ONE**  
**BASIC THREE**  
**ANNUAL SCHEME OF LEARNING**  
**TERMLY SCHEME OF LEARNING**  
**WEEK 1 - 12**

NANA FIFI ACQUAH SCHOOL

## GENERAL INFORMATION

Name of school.....

District .....

Management Unit.....

Name of Class Teacher .....

Class Teachers Reg. No.....

Class .....

Boys .....

Girls.....

Average age of pupils.....

## YEARLY SCHEME OF LEARNING

## ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Story Telling	Story Telling
	Phonics	Phonics	Phonics
	Penmanship/Handwriting	Writing Simple Words and Sentences	Writing Simple Words and Sentences
	Using Capitalisation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	Rhymes	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraphs	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing /Copying Letters – Small and Capital	Writing as a Process	Writing as a Process
	Using Punctuation	Using Capitalisation	Using Punctuation
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Conversation	Conversation
	Word Families-Rhyming Endings and Common Digraphs	Word Families-Rhyming Endings and Common Digraphs	Vocabulary
	Writing /Copying Letters – Small and Capital	Writing as a Process	Writing as a Process
	Using Punctuation	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

5	Dramatisation and Role Play	Conversation	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Labelling Items	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Listening Comprehension	Listening Comprehension
	Diphthongs	Vocabulary	Comprehension
	Writing Simple Words and Sentences	Writing as a Process	Writing as a Process
	Using Action Words	Using Punctuation	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
7	Conversation	Asking and Answering Questions	Asking and Answering Questions
	Blends and Consonant Cluster	Comprehension	Comprehension
	Writing Simple Words and Sentences	Narrative Writing	Narrative Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Conversation	Asking and Answering Questions	Asking and Answering Questions
	Blends and Consonant Cluster	Comprehension	Comprehension
	Writing Simple Words and Sentences	Narrative Writing	Narrative Writing
	Using Qualifying Words – Adjectives	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

9	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Action Words	Using Simple and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
10	Conversation	Giving and Responding to Commands/Instructions/Directions and Making Requests	Giving and Responding to Commands
	Vocabulary	Comprehension	Fluency
	Guided Composition	Descriptive Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
11	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing
	Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
12	Listening Comprehension	Presentation	Presentation
	Comprehension	Fluency	Fluency
	Writing as a Process	Persuasive/Argumentative Writing	Informative/ Academic Writing

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Using Qualifying Words – Adverbs	Using Simple Prepositions	Spelling
Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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## YEARLY SCHEME OF LEARNING

## SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
2	MATERIALS	MATERIALS	MATERIALS
3	MATERIALS	EARTH SCIENCE	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY
5	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY	FORCES AND MOVEMENT
6	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
7	LIFE CYCLES OF ORGANISMS	ELECTRICITY AND ELECTRONICS	DISEASES
8	THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
9	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
10	THE SOLAR SYSTEM	FORCES AND MOVEMENT	Climate Change
11	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	Climate Change
12	ECOSYSTEM	PERSONAL HYGIENE AND SANITATION	Climate Change

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## YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	Nature of God	Nature of God
2	Nature of God	Nature of God	Nature of God
3	Myself	Map Making and Land Marks	Map Making and Land Marks
4	My Family and the Community	Festivals	Being a Leader
5	Home and School	Basic Human Rights	Power and Authority
6	The Environment and the Weather	Being a Leader	Our Neighbouring Countries
7	Plants and Animals	Being a Citizen	Introduction to Computing
8	Map Making and Land Mark	Power and Authority	Sources of Information
9	Population and Settlement	Responsible use of Resources	Technology in Communication
10	Worship	Responsible use of Resources	Technology in Communication
11	Worship	Farming in Ghana	Technology in Communication
12	Worship	Farming in Ghana	Technology in Communication

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## YEARLY SCHEME OF LEARNING

## MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
2	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
3	Counting, Representation, Cardinality & Ordinality	Number Operations	2D & 3D Shapes
4	Counting, Representation, Cardinality & Ordinality	Number Operations	Position/ Transformation
5	Counting, Representation, Cardinality & Ordinality	Number Operations	Position/ Transformation
6	Counting, Representation, Cardinality & Ordinality	Number Operations	Measurement – Length, Mass, Time
7	Counting, Representation, Cardinality & Ordinality	Number Operations	Measurement – Length, Mass, Time
8	Counting, Representation, Cardinality & Ordinality	Fractions	Measurement – Length, Mass, Time
9	Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Presentation, Interpretation and Analysis
10	Counting, Representation, Cardinality & Ordinality	Fractions	Data Collection, Organisation, Presentation, Interpretation and Analysis
11	Counting, Representation, Cardinality & Ordinality	Money	Data Collection, Organisation, Presentation, Interpretation and Analysis
12	Counting, Representation, Cardinality & Ordinality	Algebraic Expressions	Data Collection, Organisation, Presentation, Interpretation and Analysis

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## **YEARLY SCHEME OF LEARNING**

RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Religious Worship, Prayer and other Religious Practices	The Youthful Life of the Leaders of the three Major Religions
2	God the Creator	Religious Worship, Prayer and other Religious Practices	The Youthful Life of the Leaders of the three Major Religions
3	God the Creator	Religious Worship, Prayer and other Religious Practices	Roles and Relationships
4	The Environment	Festivals in the Three Major Religions	Roles and Relationships
5	The Environment	Festivals in the Three Major Religions	Roles and Relationships
6	The Environment	Festivals in the Three Major Religions	Roles and Relationships
7	The Purpose of God's Creation	Festivals in the Three Major Religions	Roles and Relationships
8	The Purpose of God's Creation	Festivals in the Three Major Religions	Roles and Relationships
9	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Roles and Relationships
10	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	Personal Safety in the Community
11	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	
12	The Purpose of God's Creation	The Youthful Life of the Leaders of the three Major Religions	

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## YEARLY SCHEME OF LEARNING

### HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	The People of Ghana	Inter-Group Relations	Some Selected Individuals
2	The People of Ghana	Inter-Group Relations	Some Selected Individuals
3	The People of Ghana	Inter-Group Relations	Some Selected Individuals
4	The People of Ghana	Inter-Group Relations	Some Selected Individuals
5	The People of Ghana	Inter-Group Relations	Arrival of Europeans
6	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
7	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
8	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
9	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
10	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
11	Inter-Group Relations	Major Historical Locations	Arrival of Europeans
12	Inter-Group Relations	Major Historical Locations	Arrival of Europeans

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## **YEARLY SCHEME OF LEARNING**

### CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual arts)	Thinking and exploring (Visual Arts)	Thinking and exploring (Visual Arts)
2	Thinking and exploring (Performing arts)	Thinking and exploring (Performing Arts)	Thinking and exploring (Performing Arts)
3	Planning, Making and Composing (Visual arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
4	Planning, Making and Composing (Performing arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
5	Planning, Making and Composing (Visual arts)	Planning, Making and Composing (Visual Arts)	Planning, Making and Composing (Visual Arts)
6	Planning, Making and Composing (Performing arts)	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)
7	Displaying and Sharing (Visual arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
8	Displaying and Sharing (Performing arts)	Displaying and Sharing (Performing Arts)	Displaying and Sharing (Performing Arts)
9	Displaying and Sharing (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Performing Arts)
11	Appreciating and Appraising (Performing arts)	Display and Sharing (Performing Arts) School-Based Project	Display and Sharing School-Based Project

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		(Visual and Performing Arts)	(Visual and Performing Arts)
12	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)	Appreciating and Appraising (Visual and Performing Arts)

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## **YEARLY SCHEME OF LEARNING**

### GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Songs  Rhymes	Dramatisation and Role Play/  Conversation	Asking and Answering Questions
2	Rhymes  Poems  Listening and Story Telling	Conversation/  Talking about Oneself, Family,  People and Places	Giving and Following Commands  /Instructions
3	Listening and Story Telling  Dramatisation and Role Play	Listening Comprehension/  Asking and Answering Questions	Presentation
4	Phonological and Phonemic Awareness	Phonics: Letter and Sound Knowledge	Comprehension
5	Phonological and Phonemic Awareness  Phonics: Letter and Sound Knowledge	Phonics: Letter and Sound Knowledge	Silent Reading
6	Phonics: Letter and Sound Knowledge	Phonics: Letter and Sound Knowledge /  Vocabulary (Sight and Content Vocabulary)	Fluency
7	Penmanship/Handwriting	Writing Simple Words/Names of People and Places (Proper Nouns)  Labelling Items in the Environment/Classroom	Copying/  Writing Simple Sentences with Correct Spacing
8	Integrating Grammar in Written Language (Capitalization)	Writing Simple Words/Names of People and Places (Proper Nouns)	Copying/

		Labelling Items in the Environment/Classroom	Writing Simple Sentences with Correct Spacing
9	Integrating Grammar in Written Language (Punctuation)	Integrating Grammar in Written Language (Use of Action Words)	Integrating Grammar in Written Language (Use of Simple and Compound Sentences)
10	Integrating Grammar in Written Language (Punctuation)  Integrating Grammar in Written Language (Use of Action Words) CONTENT	Integrating Grammar in Written Language (Use of Qualifying Words)	Integrating Grammar in Written Language (Spelling)
11	Building the Love and Culture of Reading	Integrating Grammar in Written Language (Use of Postpositions)	Integrating Grammar in Written Language (Spelling)
12	Read Aloud with Children	Building the Love and Culture of Reading	Reading Short Texts/Poems/Narratives/Short Stories and Respond to Them

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## YEARLY SCHEME OF LEARNING

### PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative skills	BODY COMPOSITION
3	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
4	LOCOMOTOR SKILLS	Rhythmic skills	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	Space Awareness,	HEALTHY DIET
6	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
7	MANIPULATIVE SKILLS	Dynamics	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	Relations	SUBSTANCES / DRUGS
9	MANIPULATIVE SKILLS	Strategies	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	Strategies	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	Aerobic capacity	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	strength	CRITICAL THINKING

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	ALGEBRA	Patterns and Relationships	B2.2.1.1.	B2.2.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.1	
3	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B2.3.1.1.	B2.3.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Position/ Transformation	B2.3.2.1. B2.3.3.1.	B2.3.2.1.1: B2.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.1. B2.3.3.2.	B2.3.3.1.2 B2.3.3.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.3.	B2.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	GEOMETRY AND MEASUREMENT	Measurement- Length, Capacity, Mass and Time	B2.3.3.3.	B2.3.3.3.2	Counters, bundle and loose straws, Paper strips, Cut out cards
1	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards

3	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
4	NUMBER	Counting, Representation, Cardinality & Ordinality	B3.1.1.1.	B3.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
4	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
5	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
6	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	A map of Ghana, Posters, documentary
7	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary
8	Europeans in Ghana	International Trade Including Slave Trade	B2.3.2.1.	B2.3.2.1.1	Posters, documentary
1	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	Posters, documentary
2	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	Posters, documentary

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3	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	Posters, documentary
4	My Country Ghana	The People of Ghana	B3.2.1.1.	B3.2.1.1.1	Posters, documentary

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.1.	B2.4.3.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.2.	B2.4.3.2.1	
3	FORCES AND ENERGY	FORCES AND MOVEMENT	B2.4.3.2.	B2.4.3.2.1	
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B2.5.1.1.	B2.5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paperGraphite pencil, battery and LED
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B2. 5.1.1	B2. 5.1.1.2	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B2. 5.2.1	B2. 5.2.1.1	
7	HUMANS AND THE ENVIRONMENT	DISEASES	B2.5.2.1.	B2.5.2.1.2	graphite pencil, battery and LED pictures videos paper
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B2.5.3.1.	B2.5.3.1.1	
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B3.1.1.1.	B3.1.1.1.1	
2	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos
3	DIVERSITY OF MATTER	MATERIALS	B3.1.2.1.	B3.1.2.1.2	
4	DIVERSITY OF MATTER	EARTH SCIENCE	B3.2.1.1.	B3.2.1.1.1	

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.3	Word cards sentence cards, class library
	Writing	Controlled Writing	B2.4.7.1..	B2.4.7.1.2.	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
2	Oral Language	Listening Comprehension	B2.1.7.1.	B2.1.7.1.4	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.3	
	Writing	Controlled Writing	B2.4.7.1..	B2.4.7.1.2.	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
3	Oral Language	Asking and Answering Questions	B2.1.8.1..	B2.1.8.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2..	B2.2.7.2.4.	
	Writing	Controlled Writing	B2.4.7.2..	B2.4.7.2.1.	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
4	Oral Language	Giving and Responding to Commands,	B2.1.9.1..	B2.1.9.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.4.	
	Writing	Controlled Writing	B2.4.7.2.	B2.4.7.2.1.	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
5	Oral Language	Giving and Responding to Commands,	B2.1.9.1.	B2.1.9.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	
	Writing	Controlled Writing	B2.4.8.1.	B2.4.8.1.1	
	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1	B2.6.1.1.1	
6	Oral Language	Giving and Responding to Commands,	B2.1.9.1.	B2.1.9.1.3	Word cards sentence cards, class library
	Reading	Comprehension	B2.2.7.2.	B2.2.7.2.5	
	Writing	Guided Composition	B2.4.8.1.	B2.4.8.1.1	

	Using Writing Conventions	Using Simple and Compound Sentences	B2.5.9.1..	B2.5.9.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1.	B2.6.1.1.1	
7	Oral Language	Presentation	B2.1.10.1..	B2.1.10.1.1	Word cards sentence cards, class library
	Reading	Fluency	B2.2.9.1..	B2.2.9.1.1	
	Writing	Narrative Writing	B2.4.10.1..	B2.4.10.1.1	
	Using Writing Conventions	Spelling	B2.5.10.1..	B2.5.10.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1..	B2.6.1.1.1	
8	Oral Language	Presentation	B2.1.10.1..	B2.1.10.1.2..	Word cards sentence cards, class library
	Reading	Fluency	B2.2.9.1..	B2.2.9.1.1	
	Writing	Narrative Writing	B2.4.10.1..	B2.4.10.1.1	
	Using Writing Conventions	Spelling	B2.5.10.1..	B2.5.10.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B2.6.1.1..	B2.6.1.1.1	
1	Reading	Phonics	B3.2.2.1..	B3.2.2.1.1	Word cards sentence cards, class library
	Writing	Penmanship/Handwriting	B3.4.2.1..	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1..	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1	
	Oral Language	Songs	B3.1.1.1..	B3.1.1.1.1	
2	Reading	Phonics	B3.2.2.1..	B3.2.2.1.1	Word cards sentence cards, class library
	Writing	Penmanship/Handwriting	B3.4.2.1..	B3.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B3.5.1.1..	B3.5.1.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1	
	Oral Language	Rhymes	B3.1.2.1..	B3.1.2.1.1	
3	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1..	B3.2.3.1.1	Word cards sentence cards, class library
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1..	B3.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B3.5.2.1..	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1..	B3.6.1.1.1	
	Oral Language	Story Telling	B3.1.4.1..	B3.1.4.1.1	
4	Reading	Word Families-Rhyming Endings and Common Digraphs	B3.2.3.1..	B3.2.3.1.1	Word cards sentence cards, class library
	Writing	Writing /Copying Letters – Small and Capital	B3.4.3.1..	B3.4.3.1.1	

	Using Writing Conventions	Using Punctuation	B3.5.2.1.	B3.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B3.6.1.1.	B3.6.1.1.1	
	Reading	Phonics	B3.2.2.1.	B3.2.2.1.1	

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NANA FIFI ACQUAH SCHOOL

## **TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B2 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B2.3.3.3. B2.3.4.3.	B2.3.3.3.1: B2.3.4.3.1:	Balls, Videos and Picture,
2	PHYSICAL FITNESS	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B2.3.5.3.	B2.3.5.3.1	Drums, Speakers
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.1.4.	B2.4.1.4.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.1.4.	B2.4.1.4.2	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.2.4.	B2.4.2.4.1	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.3.4.	B2.4.3.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.4.4	B2.4.4.4.1	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B2.4.5.4.	B2.4.5.4.1	Drums, Speakers
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.1	Balls, Videos and Picture,

					Drums, Speakers
2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.2	Balls, Videos and Picture, Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.3	Videos and Picture, Drums
4	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B3.1.1.1.	B3.1.1.1.4	Videos and Picture, Drums

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B2 1.1.1.	B2 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)	B2 2.1.1.	B2 2.1.1.3	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B2 1.2.2.	B2 1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B2.2.2.2.	B2.2.2.2.3	-do-
5	Visual arts	Planning, Making and Composing	B2 1.2.3.	B2 1.2.3.3	-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 1.3.4.	B2 1.3.4.3	-do-
8	Performing arts	Displaying and Sharing	B2 2.3.4.	B2 2.3.4.2	-do-
1	Visual arts	Thinking and exploring	B3 1.1.1.	B3 1.1.1.1	-do-
2	Performing arts	Thinking and exploring	B3 2.1.1.	B3 2.1.1.1	-do-
3	Visual arts	Planning, Making and Composing	B3 1.2.2.	B3 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B3.2.2.2.	B3.2.2.2.1	-do-

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## **TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B2 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and the Community	Roles and Relationships	B2. 4.1.1.	B2. 4.1.1.1	wall charts, wall words, posters, video clip, etc
2	The Family and the Community	Roles and Relationships	B2. 4.1.1.	B2. 4.1.1.1	wall charts, wall words, posters, video clip, etc
3	The Family and the Community	Roles and Relationships	B2. 4.1.1.1	B2. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
4	The Family and the Community	Roles and Relationships	B2. 4.1.1.1	B2. 4.1.1.2:	wall charts, wall words, posters, video clip, etc
5	The Family and the Community	Roles and Relationships	B2. 4.1.1.1	B2. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
6	The Family and the Community	Roles and Relationships	B2. 4.1.1.1	B2. 4.1.1.3:	wall charts, wall words, posters, video clip, etc
7	The Family and the Community	Personal Safety in the Community	B2. 4.2.1:	B2. 4.2.1.1:	wall charts, wall words, posters, video clip, etc
8	The Family and the Community	Personal Safety in the Community	B2. 4.2.1.1	B2. 4.2.1.1:	wall charts, wall words, posters, video clip, etc
1	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
2	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
3	God, His Creation and Attributes	God the Creator	B3. 1.1.1.	B3. 1.1.1.1	wall charts, wall words, posters, video clip, etc
4	God, His Creation and Attributes	The Environment	B3.1.2.1.	B3.1.2.1.1	wall charts, wall words, posters, video clip, etc

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B2 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION GHANA	Power and Authority	B2.4.2.1..	B2.4.2.1.1.	Pictures, Charts, Video Clip
2	OUR NATION GHANA	esponsible use of Resources	B2.4.3.1..	B2.4.3.1. 1.	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Farming in Ghana	B2.4.4.1..	B2.4.4.1. 1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Farming in Ghana	B2.4.4.2..	B2.4.4.2.1	Pictures, Charts, Video Clip
5	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B2.5.1.1..	B2.5.1.1. 1.	Pictures, Charts, Video Clip
6	MY GLOBAL COMMUNITY	Introduction to Computing	B2.5.2.1..	B2.5.2.1.1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Sources of Information	B2.5.3.1..	B2.5.3.1.1.	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Technology in Communication	B2.5.4.1..	B2.5.4.1.1.	Pictures, Charts, Video Clip
1	ALL ABOUT US	Nature of God	B3.1.1.1..	B3.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B3.1.1.1..	B3.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B3.1.2.1..	B3.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B3.1.3.1..	B3.1.3.1. 1.	Pictures, Charts, Video Clip

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## TERMLY SCHEME OF LEARNING

### Scheme of Learning GHANAIAN LANGUAGE for P2 Term 3

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Asking and Answering Questions	B2.1.9.1. B2.1.9.1. B2.1.9.1.	B2.1.9.1.2 B2.1.9.1.3 B2.1.9.1.4	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral Language	Giving and Following Commands / Instructions	B2.1.10.1. B2.1.10.1. B2.1.10.1.	B2.1.10.1.1 B2.1.10.1.2 B2.1.10.1.3	Manila cards, recorded audio visuals
3.	Oral Language	Presentation	B2.1.11.1. B2.1.11.1. B2.1.11.1.	B2.1.11.1.1 B2.1.11.1.2 B2.1.11.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Comprehension	B2.2.6.1. B2.2.6.1.	B2.2.6.1.2 B2.2.6.1.3	Manila cards, markers, recorded audio-visual
5.	Reading	Comprehension	B2.2.6.1. B2.2.6.1.	B2.2.6.1.4 B2.2.6.1.5	Manila cards, markers, recorded audio- visual
6.	Reading	Silent Reading Fluency	B2.2.7.1. B2.2.8.1.	B2.2.7.1.1 B2.2.8.1.1	Manila Cards, Class reader
7.	Writing	Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	B2.3.3.2.	B2.3.3.2.1	Manila Cards, Markers
8.	Writing	Copying /Writing Simple Sentences with Correct Spacing	B2.3.4.1.	B2.3.4.1.1	Word cards, Manila card Markers Word cards Manila card Markers

1	Oral Language	Songs Rhymes	B3.1.1.1. B3.1.2.1.	B3.1.1.1 B3.1.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
2.	Oral Language	Rhymes Poems Listening and Story Telling	B3.1.2.1. B3.1.3.1.. B3.1.4.1..	B3.1.2.1.2 B3.1.3.1.1. B3.1.4.1.1.	Word cards, Manila card Markers Word Cards, Manila card,
3.	Oral Language	Listening and Story Telling Dramatisation and Role Play	B3.1.4.1. B3.1.4.1. B3.1.5.1.	B3.1.4.1.2 B3.1.4.1.3 B3.1.5.1.1	Reading materials
4.	Reading	Phonological and Phonemic Awareness	B3.2.3.1. B3.2.3.1.	B3.2.3.1.1 B3.2.3.1.2	Manila Cards, Markers

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**TERM THREE**  
**BASIC TWO**  
**WEEK 1**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>		
<b>Day :</b>		<b>Date :</b>		
<b>Period :</b>		<b>Lesson :</b>		
<b>Strand :</b> A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		<b>Sub-strand :</b> A. Comprehension B. Controlled Writing C. Using Simple and Compound Sentences D. Building The Love And Culture Of Reading		
<b>Indicator (code)</b>	B2.2.7.2.3	B2.4.7.1.2	B2.5.9.1.1.	B2.6.1.1.1
<b>Content standard (code)</b>	B2.2.7.2.	B2.4.7.1.	B2.5.9.1.	B2.6.1.1.
<b>Performance Indicator</b>	A. Learners can connect characters, ideas and information within a text B. Learners can match parts of sentences to compose meaningful texts C. Learners can identify the structure of simple sentences D. Learners can read a variety of age and level-appropriate books and texts from print and non-print			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>				
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Ref:</b>	English Language curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain	<b>Phase 2: Main</b> (new learning including assessment)		<b>Phase 3:</b> Plenary / Reflections

	for learning)		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>Have learners connect the ideas and information within a text to help construct meaning</li> </ul> <p>Assessment: let learners connect ideas and information within 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>Let learners talk about the topic (My House) by using descriptive words in sentences.</li> <li>Write the sentences on the board. e.g. i. My house is big. ii. The walls are blue. iii. The house has many windows. iv. The windows are big. v. The doors and windows are blue.</li> </ul> <p>Assessment: let learners match parts of sentences to compose meaningful texts</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 context to help learners identify the structure of simple sentences. Yaa came. (Name) + (Doing word) Musa ate</p> <p>Assessment: let learners identify the structure of simple 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>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>

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALGEBRA</b>		<b>Sub-strand : Patterns and Relationships</b>	
<b>Indicator (code)</b>	B2.2.1.1.2		
<b>Content standard (code)</b>	B2.2.1.1.		
<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>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Sing songs like:  I'm counting	Find the missing terms in the following: - 9, 1, 3, 5, 9, 1, 3, 5, ____ ; ____ - 2, 4, 6, 8, 10, ____ ; ____ - 5, 10, 15, 20____, ____ ; or - 54, 55, 56, 57, ____ , ____ .	Review the lesson with Learners

	one, what is one	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like:  I'm counting one, what is one	<p>Find the missing terms in the following:</p> <ul style="list-style-type: none"> <li>- 9, 1, 3, 5, 9, 1, 3, 5, ___ ; ___</li> <li>- 2, 4, 6, 8, 10, ___ ; ___</li> <li>- 5, 10, 15, 20___ , ___ ; or - 54, 55, 56, 57, ___ , ___ .</li> </ul> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one  1 - One is one alone,	<p>Identify and describe the rules for the following patterns</p> <ul style="list-style-type: none"> <li>- 2, 4, 6, 8, 10, ... (the rule is "add two")</li> <li>- 5, 10, 15, 20, ...</li> <li>- 20, 18, 16, 14, ...</li> </ul> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one  1 - One is	<p>Identify and describe the rules for the following patterns</p> <ul style="list-style-type: none"> <li>- 2, 4, 6, 8, 10, ... (the rule is "add two")</li> <li>- 5, 10, 15, 20, ...</li> <li>- 20, 18, 16, 14, ...</li> </ul> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B2 1.1.1.3		
<b>Content standard (code)</b>	B2 1.1.1.		
<b>Performance Indicator</b>	Learners can reflect on own experiences to talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ① identify and talk about the natural and manmade environment (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls); ② engage in a five minutes' environmental walks to observe elements of design (e.g. lines, shapes, colour) and principles of design (e.g. rhythm, balance, proportion) that can be seen in the natural and manmade environments (e.g. vegetation, animals, birds, buildings, recreational centres, roads, bridges, markets, shopping malls, drains,	What have we learnt today?  Ask learners to summarize the main points in the lesson

	<p>highlands, beaches) ② collect some samples of objects found in the natural and manmade environments (e.g. bottles, pebbles, packages, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a 'learning corner' in the classroom and for general discussions and appreciation;</p> <p>Learners are to:</p> <p>document and record the things and objects found in the natural and manmade environments by taking photographs and making videos for preservation, storage, referencing</p> <ul style="list-style-type: none"> <li>• consider the characteristics of the things observed in the natural environment (e.g. clean, neat, dirty, beautiful, huge, big, small, young, old, smooth, rough, hard, soft, shiny, balanced, colour, tone, mood, tall, short, long, heavy, light, space, shape, form, line) to form ideas for making own artworks</li> </ul> <p>Assessment: let learners talk about visual artworks that reflect the natural and manmade environments in other communities in Ghana</p>	
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SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : FORCES AND ENERGY</b>		<b>Sub-strand : FORCES AND MOVEMENT</b>	
<b>Indicator (code)</b>	B2.4.3.1.1		
<b>Content standard (code)</b>	B2.4.3.1.		
<b>Performance Indicator</b>	Learners can discover the effects of forces on objects		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
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> Assessment: let learners mention the effects of forces on objects	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 move, changing the direction of movement and reducing the speed of a moving object.  Assessment: let learners mention the effects of forces on objects	What have we learnt today?  Ask learners to summarize the important points of the lesson
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>	B2.3.2.1.1		
<b>Content standard (code)</b>	B2.3.2.1.		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How was trade with the	Describe how early trade was carried out between Ghanaians and the Europeans  Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans	What have we learnt today?  Ask learners to summarize the main points in the lesson

	Europeans first carried out?		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>How was trade with the Europeans first carried out?</p>	<p>Describe how early trade was carried out between Ghanaians and the Europeans</p> <p>Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Power and Authority	
<b>Indicator (code)</b>	B2.4.2.1.1.		
<b>Content standard (code)</b>	B2.4.2.1.		
<b>Performance Indicator</b>	Learners can explain ways to appreciate national symbols, as a responsible citizen		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners demonstrate various ways of showing respect to the national symbols e.g. standing while the National Anthem is being played</p> <p>Let learners write the words of the National Anthem and the Pledge and learn to sing/recite</p> <p>Learners sing/recite the National Anthem and Pledge</p> <p>Assessment: let learners explain ways to appreciate national symbols, as a responsible citizen</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>Learners, through role play, to talk about ways they can help to protect national symbols, e.g. obedience, reporting people who destroy the national symbols, respect for the symbols.</p> <p>Assessment: let learners explain ways to they can help to protect national symbols, as a responsible citizen</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS		<b>Sub-strand :</b> • AEROBIC, ENDURANCE • FLEXIBILITY	
<b>Indicator (code)</b>	B2.3.3.3.1: B2.3.4.3.1		
<b>Content standard (code)</b>	B2.3.3.3. B2.3.4.3.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can perform two set of four continuous abdominal curls.</li> <li>Learners can Perform lower back stretch</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm ups learners lie on the back with feet flat, knees bent and arms on the floor by the side with palms down. Lift the head and shoulders forward to about 45 degrees angle with hand support and back to the floor on a two-count rhythm. Learners perform the above activities and record their base performance. Learners repeat another set of the number they perform after 6 minutes' rest to test their abdominal muscular endurance and keep their record. Learners perform curl-up activities for maintenance and improvement of abdominal muscular endurance. This should be done monthly to test learners'	What have we learnt today?  Use answers to summarise the lesson.

	performance and to prevent injuries	abdominal muscles strength. This should be done regularly at their own pace  Learners lie face down with feet together and arm stretched sideways. Learners lift their head and chest up without using the arms as support up to their limit. They should maintain the position as long as they can before they lie back flat on the floor. Encourage them to work for further distance from the ground.	
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B2. 4.1.1.1		
<b>Content standard (code)</b>	B2. 4.1.1.		
<b>Performance Indicator</b>	Learners can identify things that families do to show their commitment to God.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners mention the religious activities their families perform: morning devotion, going to church, mosque or the shrine. <ul style="list-style-type: none"> <li>Let learners in groups, identify the number of times religious activities are performed during the day, week and occasionally</li> </ul> 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

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Asking and Answering Questions	
<b>Indicator (code)</b>	B2.1.9.1.2.	B2.1.9.1.3	B2.1.9.1.4.
<b>Content standard (code)</b>	B2.1.9.1.	B2.1.9.1.	B2.1.9.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should recognise when to use the question word, "how."</li> <li>The learner should recognise and use the question word, "why."</li> <li>The learner should answer questions on, 'who', "what", "where" and "when."</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write some questions on flashcards using the question word "how" and show them to learners.</li> <li>Lead learners to read the questions.</li> <li>Let learners form their own questions using the question word under discussion.</li> <li>Assist learners to understand when to use the question word "How"</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners form their own questions using the question word “How”	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write some questions on flashcards and show them to learners.</li> <li>• Lead learners to read the questions.</li> <li>• Let learners form their own questions using the question word under discussion.</li> <li>• Assist learners to recognise when to use the question word “why”.</li> <li>• Let learners form their own questions using the question word under discussion.</li> </ul> <p>Assessment: let learners form their own questions using the question word “why.”</p>	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>• Write questions on flashcards and show them to learners.</li> <li>• Call learners individually to read the questions.</li> <li>• Let learners understand when to use the question words “who,” “what,” “where” and “when”.</li> <li>• Ask learners questions using the question words under discussion and call them to answer the questions (correct learners where necessary).</li> </ul> <p>E.g. What is your age?  Who is your mother?  Where is your teacher?  When will you come?</p> <p>Assessment: let learners form their own questions using the question word ‘who”, “what”, “where” and “when.”</p>	What have we learnt today?  Review the lesson with learners

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**TERM THREE**  
**BASIC TWO**  
**WEEK 2**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>		
<b>Day :</b>		<b>Date :</b>		
<b>Period :</b>		<b>Lesson :</b>		
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Listening Comprehension B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading		
<b>Indicator (code)</b>	B2.1.7.1.4.	B2.2.7.2.3	B2.4.7.1.2	B2.6.1.1.1
<b>Content standard (code)</b>	B2.1.7.1.	B2.2.7.2.	B2.4.7.1.	B2.6.1.1.
<b>Performance Indicator</b>	A. Learners can share facts from texts heard with a partner, groups or the teacher. B. Learners can connect characters, ideas and information within a text C. Learners can match parts of sentences to compose meaningful texts D. Learners can identify the structure of simple sentences E. Learners can read a variety of age and level-appropriate books and texts from print and non-print			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>				
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <p>Read an information text aloud to learners, using the KWL Strategy.</p> <p>– KWL Strategy: Before reading, have learners think-pair-share and talk about what they already know (K) about the title of the text. Have learners ask questions about what they want to know (W). While you read the text, pause often to give the children the chance to share what they have learned or answer the questions they have asked before reading.</p> <ul style="list-style-type: none"> <li>• After the reading, have learners share what they have learned.</li> <li>• Put learners in groups to share facts from the text heard.</li> </ul> <p>Assessment: let learners share facts from texts heard with a partner or groups</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></p> <ul style="list-style-type: none"> <li>• Have learners connect the ideas and information within a text to help construct meaning</li> </ul> <p>Assessment: let learners connect characters, ideas and information within 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. WRITING</b></p> <p>Write the sentences and break each into two parts for learners to match the beginning with their correct endings. e. g.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>My house The walls The windows There are</p> <p>many windows. is big. are blue.</p>		
			<p>Encourage learners to do peer editing.</p> <p>Assessment: let learners match parts of sentences to compose meaningful texts</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Use context to help learners identify the structure of simple sentences. Yaa came. (Name) + (Doing word) Musa ate</p> <p>Assessment: let learners identify the structure of simple 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>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>	

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>									
<b>Day :</b>		<b>Date :</b>									
<b>Period :</b>		<b>Lesson :</b>									
<b>Strand : GEOMETRY AND MEASUREMENT</b>		<b>Sub-strand : 2D and 3D Shapes</b>									
<table border="1"> <tr> <td><b>Indicator (code)</b></td> <td colspan="2">B2.3.1.1.1</td> </tr> <tr> <td><b>Content standard (code)</b></td> <td colspan="2">B2.3.1.1.</td> </tr> <tr> <td><b>Performance Indicator</b></td> <td colspan="2">Learners can identify the common features or attributes of a collection of 3D objects (spheres, cylinders, cones, pyramids, cubes) of different dimensions or orientations</td> </tr> </table>			<b>Indicator (code)</b>	B2.3.1.1.1		<b>Content standard (code)</b>	B2.3.1.1.		<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>Indicator (code)</b>	B2.3.1.1.1										
<b>Content standard (code)</b>	B2.3.1.1.										
<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>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.											
<b>Keywords</b>											
<b>T. L .R. (s)</b> Counters											
<b>Ref:</b>	Mathematics curriculum Page										
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections								
Monday	Sing songs like:	Recognise and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)	Review the lesson with Learners								

	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one	Recognise and name 3D objects having specific features or attributes (number of equal faces, types of faces, number of corners, etc.)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what i	Identify examples of these 3D objects in the classroom and community  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Identify examples of these 3D objects in the classroom and community  Assessment: have learners to practice with more examples	Review the lesson with Learners

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : PERFORMING ARTS</b>		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B2 2.1.1.3		
<b>Content standard (code)</b>	B2 2.1.1.		
<b>Performance Indicator</b>	Learners can explore own experiences to talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ① talk about the natural and manmade environments (e.g. plants, animals, rivers, buildings, recreational centres, roads, bridges, markets, shopping malls); ② engage in out-of-classroom walks to observe the surroundings and assess the state of the natural and built environment for making performing artworks; ③ document the things found in the natural environment (e.g. movement and sounds made by vehicles, animals, birds, insects, waves, waterfalls,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>church bells and call to worship) by writing notes, or by audio or video recordings of sounds</p> <p>❑ collect samples of objects and things found in the surroundings (e.g. bottles, packaging, bottle tops, stones, shells, twigs, fibre, straw, flowers) to create a 'learning corner' in the classroom</p> <p>Assessment: let learners talk about performing artworks that reflect the natural and manmade environments in other communities in Ghana</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>❑ discuss the characteristics of the things observed in the natural and manmade environments (e.g. slow or fast movement of crawling, running, walking, hopping, swinging, rolling, and jumping animals; rattling fruit pods); ❑ find concepts from the written notes or recordings for composing own songs, stories or poems, and choreographing dance movements based on the natural and manmade environments.</p> <p>Assessment: let learners talk about performing artworks that reflect the natural and manmade environments 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>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : FORCES AND ENERGY</b>		<b>Sub-strand : FORCES AND MOVEMENT</b>	
<b>Indicator (code)</b>	B2.4.3.2.1		
<b>Content standard (code)</b>	B2.4.3.2.		
<b>Performance Indicator</b>	Learners can identify simple machines used for specific work		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Display simple machines, e.g. pair of scissors, bottle openers, forceps, claw hammer, screw driver, etc.</li> <li>Learners in groups identify the simple machines displayed.</li> <li>Demonstrate how to use simple machines to learners.</li> <li>Provide learners with the following: a piece of cloth, a nail stuck in wood, a bottle of soft drink, a screw in a piece of wood.</li> <li>Learners identify and use specific simple machines for removing bottle tops, cutting a piece of cloth,</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<p>removing a nail stuck in wood and removing screw from a piece of wood</p> <p>Assessment: let learners identify simple machines used for specific work</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Individually or in groups, learners draw their favourite simple machines and colour them.</p> <p>Assessment: let learners draw their favourite simple machines and colour them</p>	What have we learnt today? Ask learners to summarize the important points of the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>		B2.3.2.1.1	
<b>Content standard (code)</b>		B2.3.2.1.	
<b>Performance Indicator</b>		Learners can describe how early trade was carried out between Ghanaians and Europeans	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How was trade with the Europeans first carried out?	Describe how early trade was carried out between Ghanaians and the Europeans  Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Describe how early trade was carried out between Ghanaians and the Europeans	What have we learnt today?

	<p>recite familiar rhymes</p> <p>How was trade with the Europeans first carried out?</p>	<p>Assessment: let learners describe how early trade was carried out between Ghanaians and Europeans</p>	<p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Responsible use of Resources	
<b>Indicator (code)</b>	B2.4.3.1. 1.		
<b>Content standard (code)</b>	B2.4.3.1.		
<b>Performance Indicator</b>	Learners can describe ways of conserving energy in the home, school and community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners, through questions and answers, to explain energy conservation e.g. the prevention of the wasteful usage of energy.</p> <p>Guide learners, through think-pair-share, to talk about strategies for energy conservation, e.g.</p> <ul style="list-style-type: none"> <li>• using solar or wind energy instead of petroleum,</li> <li>• making efforts to reduce the consumption of energy (e.g. turning off lights when leaving the room and</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>• recycling plastics or paper, using more natural light from the sun).</li> </ul> <p>Describe conserving energy in their homes or in the community, using small group drama.</p> <p>Assessment: let learners describe ways of conserving energy in the home and school</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about ways of conserving energy, e.g. turning off the light, television, iron and fan after use.</p> <p>Leaners sing and recite rhymes on how energy can be conserved in the community.</p> <p>Assessment: let learners describe ways of conserving energy in the community</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS		<b>Sub-strand :</b> BODY COMPOSITION	
<b>Indicator (code)</b>	B2.3.5.3.1		
<b>Content standard (code)</b>	B2.3.5.3.		
<b>Performance Indicator</b>	Learners can identify the various components of human body (bones, muscles, etc.)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for	Use a wall chart of human skeletal system to discuss various components of human system such as bones, muscles, lungs liver, heart, etc.	What have we learnt today?  Use answers to summarise the lesson.

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	maximal performance and to prevent injuries	
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NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B2. 4.1.1.1		
<b>Content standard (code)</b>	B2. 4.1.1.		
<b>Performance Indicator</b>	Learners can identify things that families do to show their commitment to God.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners to role play what their families do to show commitment to God e.g. worship, offertory, Sadaqah, Zakat, prayer and fasting, etc.  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

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SUBJECT: Ghanaian Language

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Giving and Following Commands / Instructions	
<b>Indicator (code)</b>	B2.1.10.1.1	B2.1.10.1.2	
<b>Content standard (code)</b>	B2.1.10.1.	B2.1.10.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should say what a command is.</li> <li>The learner should respond to six to seven commands</li> <li>The learner should discuss the importance of commands and instructions</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual		
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Revise the lesson on greetings with learners.</li> <li>Demonstrate command and respond with a learner in class.</li> <li>Discuss what a command is with learners.</li> </ul> Assessment: let learners say what a command is.	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>• Call learners in pairs and let one issue a command for the other to respond to the command.</li> <li>• E.g. Stand up! Sit down! Keep quiet!</li> </ul> <p>Assessment: let learners respond to six to seven commands</p>	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>• Write some commands on the board and lead learners to read them.</li> <li>• Let learners read the command as a group and then individually.</li> <li>• Call a learner to come out and issue a command for the class to respond.</li> <li>• Lead learners to recognise the importance of commands and instructions. E.g. to get work done on time; to draw your attention; for safety, peace, success, etc.</li> </ul> <p>Assessment: let learners mention the importance of commands and instructions</p>	What have we learnt today?  Review the lesson with learners

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**TERM THREE**  
**BASIC TWO**  
**WEEK 3**

NANA FIFI ACQUAH SCHOOL

SUBJECT: English Language

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>		
<b>Day :</b>		<b>Date :</b>		
<b>Period :</b>		<b>Lesson :</b>		
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Asking and Answering Questions B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading		
<b>Indicator (code)</b>	B2.1.8.1.1. B2.2.7.2.4 B2.4.7.2.1. B2.5.9.1.1. B2.6.1.1.1			
<b>Content standard (code)</b>	B2.1.8.1. . B2.2.7.2. B2.4.7.2. B2.5.9.1. B2.6.1.1.			
<b>Performance Indicator</b>	A. Learners can use appropriate pronunciation and intonation in asking and answering Wh – questions B. Learners can read level-appropriate texts with little support C. Learners can re-arrange jumbled sentences logically D. Learners can identify the structure of simple sentences E. Learners can read a variety of age and level-appropriate books and texts from print and non-print			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>				
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
<b>Ref:</b>	English Language curriculum Page			

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <p>Revise Yes/No questions and have learners answer some such question • Ask Wh questions and have learners answer them. e.g. Questions Answers Who took my pen? I did. Where is the book? It is on the table.</p> <ul style="list-style-type: none"> <li>Ask them to say what is common to all the questions introduced by Wh words (what? when? why? how? Which? Who?). e.g. Why did you eat her food? • Guide learners to use appropriate pronunciation and intonation in asking and answering simple Wh – questions in pairs. One asks a Wh question and the other answers. They then reverse roles. • Let learners write out simple Wh – questions on their own.</li> </ul> <p>Assessment: let learners use appropriate pronunciation and intonation in asking and answering Wh – questions</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></p> <ul style="list-style-type: none"> <li>Have learners read different texts with little support from teacher. Gradually, scaffold to help learners read independently.</li> </ul> <p>Assessment: let learners read 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>Tell/Read an interesting story to learners.</li> <li>Let them retell the story</li> <li>• Jumble up the sentences making up the story and ask learners to re-arrange them.</li> </ul> <p>Assessment: let learners re-arrange jumbled sentences logically</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	<b>D. WRITING CONVENTIONS AND GRAMMAR USAGE</b>	What have we learnt today?

	and recite familiar rhymes	<p>Use context to help learners identify the structure of simple sentences. Yaa came. (Name) + (Doing word) Musa ate</p> <p>Assessment: let learners identify the structure of simple sentences</p>	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.EXTENSIVE READING</b></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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SUBJECT: MATHEMATICS MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>									
<b>Day :</b>		<b>Date :</b>									
<b>Period :</b>		<b>Lesson :</b>									
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> 2D and 3D Shapes									
<table border="1"> <tr> <td><b>Indicator (code)</b></td> <td colspan="2">B2.3.1.1.2</td> </tr> <tr> <td><b>Content standard (code)</b></td> <td colspan="2">B2.3.1.1.</td> </tr> <tr> <td><b>Performance Indicator</b></td> <td colspan="2">Learners can identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations</td> </tr> </table>			<b>Indicator (code)</b>	B2.3.1.1.2		<b>Content standard (code)</b>	B2.3.1.1.		<b>Performance Indicator</b>	Learners can identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations	
<b>Indicator (code)</b>	B2.3.1.1.2										
<b>Content standard (code)</b>	B2.3.1.1.										
<b>Performance Indicator</b>	Learners can identify the common features or attributes of a collection of 2D shapes (squares, triangles, rectangles, circles, pentagons, hexagons) of different dimensions or orientations										
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.											
<b>Keywords</b>											
<b>T. L .R. (s)</b> Counters											
<b>Ref:</b>	Mathematics curriculum Page										
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections								
Monday	Sing songs like:	Recognize, draw and name 2D shapes having specific features or attributes (for example a given number of angles or edges/sides)	Review the lesson with Learners								

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Recognize, draw and name 2D shapes having specific features or attributes (for example a given number of angles or edges/sides)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one,	Sort a collection of 2D shapes by 1 or 2 features or attributes and explain the sorting rule used  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Sort a collection of 2D shapes by 1 or 2 features or attributes and explain the sorting rule used  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Identify examples of these 2D shapes in the classroom and community. For example, take learners on a tour around the classroom and the school compound. Point out items to them and encourage them to name the 2D shape in the items  Learners  Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B2 1.2.2.3		
<b>Content standard (code)</b>	B2 1.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available visual arts tools, materials and methods to create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>❑ engage in environmental walks and watch documentaries on the natural and manmade environments</li> <li>❑ explore the natural and manmade environments to select available materials and tools (e.g. newsprint, 2B pencil, crayon, charcoal) that are suitable for making artworks</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners identify materials and tools that are suitable for making artworks	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>❑ explore the nature and suitability of the tools for designing and making visual artworks.</li> </ul> <p>Assessment: let learners create own visual artworks that reflect the natural and manmade environments of other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> FORCES AND MOVEMENT	
<b>Indicator (code)</b>	B2.4.3.2.1		
<b>Content standard (code)</b>	B2.4.3.2.		
<b>Performance Indicator</b>	Learners can identify simple machines used for specific work		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Show video and pictures of simple machines in their everyday life. • Learners create simple machines from cardboards.  Assessment: let learners create simple machines from cardboards.	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>Ask learners the machines they will use to do the following activities: weeding, sweeping, digging, tightening a bolt and knot, and explain why .</p> <p>Assessment: let learners identify the machines they will use to do the following activities: weeding, sweeping, digging, tightening a bolt and knot, and explain why</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>	B2.3.2.1.1		
<b>Content standard (code)</b>	B2.3.2.1.		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention items or brought by the Europeans	
Thursday	Engage learners to sing songs and recite familiar rhymes  What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items  Assessment: let learners mention items or brought by the Europeans	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Farming in Ghana	
<b>Indicator (code)</b>	B2.4.4.1. 1.		
<b>Content standard (code)</b>	B2.4.4.1.		
<b>Performance Indicator</b>	Learners can explain the importance of farming in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners visit and observe different farm activities: poultry farm, crop farm, flower garden, etc.  Learners talk about various farming activities in Ghana  Assessment: let learners explain various farming activities in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners in groups talk about importance of farming in their community	What have we learnt today?

	and recite familiar rhymes	Learners draw the main farm activity in their community  Assessment: let learners explain the importance of farming in Ghana	Ask learners to summarize the main points in the lesson
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NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> FITNESS PROGRAMME	
<b>Indicator (code)</b> B2.4.1.4.1 <b>Content standard (code)</b> B2.4.1.4. <b>Performance Indicator</b> Learners can explain why people participate in physical activities three to four times each week, for at least 30 minutes			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> cones			
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
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' their fitness records on Monday of every week to find out the number of time parents have signed that their ward participated in 30 minutes' physical activities. Cross check and give them encouragement to improve upon their physical fitness.  Discuss why people participate in physical activities three to four times each week, for at least 30 minutes as to improve their fitness, endurance, cardio-vascular endurance, etc	What have we learnt today?  Use answers to summarise the lesson.  identify the five major components of physical fitness Give it to them as project and discuss it in class

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B2. 4.1.1.2:		
<b>Content standard (code)</b>	B2. 4.1.1.		
<b>Performance Indicator</b>	Learners can explain the need for commitment to God		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Guide learners to explain the meaning of commitment.</li> <li>Let learners discuss why we need to be committed to God:           <ul style="list-style-type: none"> <li>- It is a command from God.</li> <li>- It attracts blessings from God.</li> </ul> </li> <li>Let learners talk about things they do to show their commitment to God.</li> </ul> <p>Assessment: let learners explain the need for commitment to God</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: Ghanaian Language

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Presentation	
<b>Indicator (code)</b>	B2.1.11.1.1.	B2.1.11.1.2	B2.1.11.1.3
<b>Content standard (code)</b>	B2.1.11.1.	B2.1.11.1.	B2.1.11.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should say the time by the hour.</li> <li>The learner should say the time by half hour</li> <li>The learner should recognise the days of the week in chronological order</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss the various times of the day with learners, e.g., morning, afternoon and evening.</li> <li>Show a clock to learners and ask learners to tell you what the clock is used for.</li> <li>Use the clock to assist learners to tell the time by the hour. E.g. The time is 3 o'clock.</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners say the time by the hour	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Use the clock to assist learners to tell time by half hour. E.g. The time is 2:30pm. The time is 30 minutes past 4 o'clock.</li> </ul> <p>Assessment: let learners say the time by half hour</p>	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>Revise the lesson on telling the time with learners.</li> <li>Write the days of the week on the board and lead learners to mention them.</li> <li>Call learners to mention the names of the days of the week individually.</li> <li>Lead learners to mention and arrange the names of the days of the week in a chronological order. E.g. Monday, Tuesday, etc.</li> </ul> <p>Communication</p> <p>Assessment: let learners identify the days of the week in chronological order</p>	What have we learnt today?  Review the lesson with learners

Vetted by : ..... Signature: ..... Date : .....

**TERM THREE**  
**BASIC TWO**  
**WEEK 4**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>
<b>Day :</b>		<b>Date :</b>
<b>Period :</b>		<b>Lesson :</b>
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Giving and Responding to Commands, B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading
<b>Indicator (code)</b>	B2.1.9.1.1. B2.2.7.2.4. B2.4.7.2.1. B2.5.9.1.2. B2.6.1.1.1	
<b>Content standard (code)</b>	B2.1.9.1. . B2.2.7.2. . B2.4.7.2. B2.5.9.1. . B2.6.1.1.	
<b>Performance Indicator</b>	A. Learners can give and respond to commands B. Learners can read level-appropriate texts with little support C. Learners can re-arrange jumbled sentences logically D. Learners can identify nouns and verbs in simple sentence E. Learners can read a variety of age and level-appropriate books and texts from print and non-print	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
<b>Keywords</b>		
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page	

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Revise verbs (action words) by having learners identify the present form of verbs and use them in sentences, e.g. come, go, sit, etc. (action).</li> <li>Have several learners obey commands such as “stand up”, “close the door”.</li> <li>The teacher gives commands which the class/individuals promptly obey.</li> <li>Have learners role-play giving and responding to commands</li> </ul> <p>Assessment: let learners give and respond to commands</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></p> <ul style="list-style-type: none"> <li>Have learners read different texts with little support from teacher. Gradually, scaffold to help learners read independently.</li> </ul> <p>Assessment: let learners read 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>Tell/Read an interesting story to learners.</li> <li>Let them retell the story.</li> <li>Jumble up the sentences making up the story and ask learners to re-arrange them.</li> </ul> <p>Assessment: let learners re-arrange jumbled sentences logically</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 questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g. i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed</p> <p>Assessment: let learners identify nouns and verbs in simple sentence</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>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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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> 2D and 3D Shapes	
<b>Indicator (code)</b>	B2.3.1.1.3		
<b>Content standard (code)</b>	B2.3.1.1.		
<b>Performance Indicator</b>	Learners can create two-dimensional shapes based on given attributes, including number of sides and vertices.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	learners identify the 2D faces of a given 3D object	Review the lesson with Learners

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one	learners identify 3D objects in the environment that have parts similar to a given 2D shape (find the parts of a can or bucket that are similar to a circle)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	learners identify the number of sides, faces and vertices of 2D plane figures  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	learners draw 2D shapes with given sides or vertices  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	learners draw 2D shapes with given sides or vertices  Assessment: have learners to practice with more examples	Review the lesson with Learners

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B2.2.2.3		
<b>Content standard (code)</b>	B2.2.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available performing arts instruments, resources and techniques to create own artworks that reflect the natural and manmade environments in other communities in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <input type="checkbox"/> explore the local environment to select available natural and manmade objects and things that are good for performing music, dance and drama; <input type="checkbox"/> discuss types of music, dance and drama that reflect the natural and manmade environments;.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners create own artworks that reflect the natural and manmade environments in other communities in Ghana	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p><input checked="" type="checkbox"/> create own performing artworks to reflect the natural and manmade environments in the identified communities in Ghana.</p> <p>Assessment: let learners create own artworks that reflect the natural and manmade environments 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>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Farming in Ghana	
<b>Indicator (code)</b>	B2.4.4.2.1.		
<b>Content standard (code)</b>	B2.4.4.2.		
<b>Performance Indicator</b>	Learners can identify the types of simple agricultural tools and their uses		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners visit the school garden/farms or gardens close to the school and let learners observe and talk about tools used for digging, pruning, harvesting, weeding, watering.</p> <p>Learners observe simple agricultural tools and talk about their uses</p> <p>show pictures/videos of different types of agricultural tools from books, and let learners talk about their differences and draw.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Learners sketch different agricultural tools.</p> <p>Assessment: let learners identify the types of simple agricultural tools and their uses</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups talk about ways of caring for agricultural tools e.g. clean the tools after use, oil metallic agricultural tools, keep the tools in appropriate place, use the tool for the appropriate work.</p> <p>Assessment: let learners identify the ways of caring for agricultural tools</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> FITNESS PROGRAMME,	
<b>Indicator (code)</b>	B2.4.1.4.2		
<b>Content standard (code)</b>	B2.4.1.4.		
<b>Performance Indicator</b>	Learners can mention the components of physical fitness.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners identify the five major components of physical fitness as i. cardiovascular ii. muscular strength iii. muscular endurance iv. flexibility v. body composition	What have we learnt today?  Use answers to summarise the lesson.

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> PERSONAL HYGIENE AND SANITATION	
<b>Indicator (code)</b>	B2.5.1.1.1		
<b>Content standard (code)</b>	B2.5.1.1.		
<b>Performance Indicator</b>	Learners can explain how to keep the body clean and describe why it is important		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners sing songs, tell stories, and recite poems and rhymes on personal hygiene. <ul style="list-style-type: none"> <li>Let learners mention some activities they undertake with their fingers and explain to them why it is important to keep the finger nails clean.</li> <li>Learners demonstrate how to use items for trimming of hair and nails correctly.</li> <li>Assessment: let learners</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		explain how to keep the body clean	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explain why they will not share their personal effects with friends.</p> <ul style="list-style-type: none"> <li>Find out from learners what will happen if they leave their finger nails and hair to grow without cutting or trimming them regularly</li> </ul> <p>Assessment: let learners describe why it is important to keep the body clean</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>	B2.3.2.1.1		
<b>Content standard (code)</b>	B2.3.2.1.		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What items were traded??	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention items or brought by the Europeans	
Thursday	Engage learners to sing songs and recite familiar rhymes  What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items  Assessment: let learners mention items or brought by the Europeans	What have we learnt today?  Ask learners to summarize the main points in the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B2. 4.1.1.2:		
<b>Content standard (code)</b>	B2. 4.1.1.		
<b>Performance Indicator</b>	Learners can explain the need for commitment to God		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<p>Let learners, in pairs, share their personal experiences about things they do at home, school, church or mosque and community to show their commitment to God.</p> <ul style="list-style-type: none"> <li>• Through questions and answers, let learners share their personal experiences in class</li> </ul> <p>Assessment: let learners explain the need for commitment to God</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Comprehension	
<b>Indicator (code)</b>	B2.2.6.1.2      B2.2.6.1.3		
<b>Content standard (code)</b>	B2.2.6.1.      B2.2.6.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should make predictions of what will happen next.</li> <li>The learner should recognise the titles and authors of books</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
T. L .R. (s) Manila cards, markers, recorded audios visual			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Discuss the first picture in a story book with learners.</li> <li>Lead learners to brainstorm on what they think would happen in the next pages or pictures in the story.</li> <li>Continue to discuss the other pictures with learners making learners keep predicting what they think will happen next.</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners make predictions of what will happen next.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show books to learners.</li> <li>• Help learners recognise titles and authors of the books through discussion</li> </ul> <p>Assessment: let learners identify the titles and authors of books</p>	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>• Show books to learners.</li> <li>• Help learners recognise titles and authors of the books through discussion</li> </ul> <p>Assessment: let learners identify the titles and authors of books</p>	What have we learnt today?  Review the lesson with learners

Vetted by : ..... Signature: ..... Date : .....

**TERM THREE**  
**BASIC TWO**  
**WEEK 5**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Giving and Responding to Commands, B. Comprehension C. Controlled Writing D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading			
<b>Indicator (code)</b>	B2.1.9.1.2	B2.2.7.2.5	B2.4.8.1.1.	B2.5.9.1.2	B2.6.1.1.1
<b>Content standard (code)</b>	B2.1.9.1.2	B2.2.7.2.5	B2.4.8.1.1.	B2.5.9.1.2	B2.6.1.1.1
<b>Performance Indicator</b>	A. Learners can make and respond to polite requests B. Learners can use visualisation strategy (form mental images about texts) to enhance understanding of level-appropriate texts C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions D. Learners can identify nouns and verbs in simple sentence E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Let learners demonstrate in pairs how they ask for favours.</li> <li>Discuss polite requests using examples. e. g. Can you hold the bag?</li> <li>Discuss words used in polite requests. e.g. Please, could you..., do you mind....May I...</li> <li>Have learners take turns to make and respond to polite requests using the word, “please”.</li> <li>Discuss the importance of the word, “please”, in making requests.</li> </ul> <p>Assessment: let learners respond to polite requests</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></p> <ul style="list-style-type: none"> <li>Model using visualisation strategy to construct meaning from a text.</li> <li>Through appropriate questions, guide learners to practise using visualisation strategy to construct meaning from texts.</li> </ul> <p>Assessment: let learners use visualisation strategy to 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><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>Write selected topics on the board, e.g. “Myself”.</li> <li>Teacher and learners brainstorm to generate ideas about the topic.</li> <li>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs</li> </ul> <p>Assessment: let learners develop two coherent paragraphs on one idea or concepts using leading questions</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 questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g.</p> <ul style="list-style-type: none"> <li>i. Ofori danced. (Who danced? What did Ofori do?)</li> <li>ii. Ama laughed</li> </ul> <p>Assessment: let learners identify nouns and verbs in simple sentence</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>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>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Position/Transformation	
<b>Indicator (code)</b>	B2.3.2.1.1: B2.3.3.1.1		
<b>Content standard (code)</b>	B2.3.2.1. B2.3.3.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can prove that the placement or direction of a shape or object does not change its length.</li> <li>Learners can demonstrate an understanding of how to measure lengths, capacities or mass - directly or indirectly - using nonstandard units</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
T. L .R. (s) Counters			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections

Monday	Sing songs like:  I'm counting one, what is one 1 - One is one	Put sticks of equal length in different places and directions and ask learners to identify the longest; viz. which stick in the figure is longest?  Then ask them to pick the sticks and put them side by side to see if they have equal length.  Assessment: have learners to practice with more examples	Review the lesson with Learners								
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	<table border="1"> <tr> <td>Math textbook</td> <td>thumb widths or bottle caps</td> </tr> <tr> <td>Math textbook</td> <td>pencil lengths or match sticks</td> </tr> <tr> <td>Desk</td> <td>hand widths</td> </tr> <tr> <td>Desk</td> <td>pencil lengths or match sticks</td> </tr> </table> <p>E.g. 1. Identifying which of two non-standard units would be a better choice for measuring the length, capacity or mass of an object. (E.g. Put a table (see example) of lengths to be measured and object to be used to measure (thumb width, paper clips, pencil lengths, etc.), estimates, and actual measures.</p> <p>Have learners copy table in their exercise book, record their personal estimates and then work with a partner to measure and record the actual measurements. As learners work, go around the classroom to ensure they are using appropriate procedures</p> <p>Assessment: have learners to practice with more examples</p>	Math textbook	thumb widths or bottle caps	Math textbook	pencil lengths or match sticks	Desk	hand widths	Desk	pencil lengths or match sticks	Review the lesson with Learners
Math textbook	thumb widths or bottle caps										
Math textbook	pencil lengths or match sticks										
Desk	hand widths										
Desk	pencil lengths or match sticks										
Wednesday	Sing songs like:  I'm counting one, what is one	Explain why the number of non-standard units an object measures varies depending upon the size of the non-standard unit used (example: why the measuring lengths using paperclips results in a higher number than measuring lengths with pencils).  Assessment: have learners to practice with more examples	Review the lesson with Learners								

Thursday	Sing songs like:  I'm counting one, what	Selecting an appropriate non-standard unit for measuring the length, height, distance around, capacity or mass (weight) of a given object, estimating the length, capacity or mass (weight) in non-standard units, and then comparing the estimate with the actual measure  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Comparing and ordering objects by length, height, distance around, capacity or mass (weight), using non-standard units, and describing the relative size of the objects (Give learners a series of 3 objects).  Have them measure the objects using a non-standard unit and then arrange them from shortest to longest, based on the results)  Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> PERSONAL HYGIENE AND SANITATION	
<b>Indicator (code)</b>	B2. 5.1.1.2		
<b>Content standard (code)</b>	B2. 5.1.1.2		
<b>Performance Indicator</b>	Learners can know the need for keeping classrooms and school compound clean		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings.</p> <ul style="list-style-type: none"> <li>Learners tour the school compound and tell whether it is a clean or dirty compound.</li> </ul> <p>Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		Assessment: let learners mention the need for keeping classrooms clean	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Assessment: let learners the need for keeping school compound clean</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings.</p> <ul style="list-style-type: none"> <li>Learners tour the school compound and tell whether it is a clean or dirty compound.</li> </ul> <p>Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Assessment: let learners mention the need for keeping classrooms clean</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p> <p>Assessment: let learners the need for keeping school compound clean</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
Monday	Engage learners to sing songs and recite familiar rhymes	<p>They observe the ceiling, windows, floors and their sitting areas within the classroom and communicate their findings.</p> <ul style="list-style-type: none"> <li>Learners tour the school compound and tell whether it is a clean or dirty compound.</li> </ul> <p>Learners discuss the need to keep the classroom and school surroundings clean to avoid sickness, to destroy the hiding places of mosquitoes, snakes, wall geckos and to ensure good ventilation.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		Assessment: let learners mention the need for keeping classrooms clean	
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NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B2 1.2.3.3		
<b>Content standard (code)</b>	B2 1.2.3.3		
<b>Performance Indicator</b>	Learners can create own visual artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ① generate ideas from visual artworks that reflect topical issues in other parts of Ghana  Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, knotting, weaving, sewing, cutting, folding, construction and assembling using own sketches developed from memory	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 create artworks that reflect the topical issues (e.g. road safety campaigns, plastic waste problems) in other communities in Ghana.</p> <p>Assessment: let learners produce own artworks by drawing, doodling, spraying, blowing, colouring, printing, lettering, patternmaking, modelling, casting, carving, knotting, weaving, sewing, cutting, folding, construction and assembling using own sketches developed from memory</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MY GLOBAL COMMUNITY</b>		<b>Sub-strand : Our Neighbouring Countries</b>	
<b>Indicator (code)</b>	B2.5.1.1. 1.		
<b>Content standard (code)</b>	B2.5.1.1. 1.		
<b>Performance Indicator</b>	Learners can mention Ghana's neighbours and locate them on a map		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners locate Ghana's neighbours on a map of West Africa using the idea of the cardinal points  Assessment: let learners mention Ghana's neighbours and locate them on a map	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners compose a song/rhyme on Ghana and her neighbours	What have we learnt today?

	and recite familiar rhymes	Assessment: let learners mention Ghana's neighbours	Ask learners to summarize the main points in the lesson
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NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> HEALTHY DIET	
<b>Indicator (code)</b>	B2.4.2.4.1:		
<b>Content standard (code)</b>	B2.4.2.4.1:		
<b>Performance Indicator</b>	Learners can sort food into different groups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
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	List some foods items and allow learners to sort them into the below groups as home work. i. Carbohydrate ii. Fruit iii. Vegetables iv. Protein v. Mark and discuss the feedback with them.	What have we learnt today?  Use answers to summarise the lesson.

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>	B2.3.2.1.1		
<b>Content standard (code)</b>	B2.3.2.1.1		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners mention items or brought by the Europeans	
Thursday	Engage learners to sing songs and recite familiar rhymes  What items were traded?	Organise learning corners with real items or pictures of items brought by the Europeans such as Gin, Gun, Gun Powder, Textiles, Tobacco, Iron Bars, Elephant tusks, Ivory, Gold  Role play the barter trade in those items  Assessment: let learners mention items or brought by the Europeans	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B2. 4.1.1.3:		
<b>Content standard (code)</b>	B2. 4.1.1.3:		
<b>Performance Indicator</b>	Learners can describe factors that promote good relationships between children and their parents.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Lead learners to talk about good relationships. <ul style="list-style-type: none"> <li>Let learners talk about things that promote good relationships: comportment, respect, love, obedience, humility, friendliness, etc.</li> <li>Let learners identify their friends and say things they like about them</li> </ul> Assessment: let learners describe factors that promote good relationships between children and their parents	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Comprehension	
<b>Indicator (code)</b>	B2.2.6.1.4. B2.2.6.1.5		
<b>Content standard (code)</b>	B2.2.6.1. B2.2.6.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should explain simple vocabulary.</li> <li>The learner should answer simple questions.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
T. L .R. (s) Manila cards, markers, recorded audios visual			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write some simple words on a card.</li> <li>Let learners pick the cards and mention the words written on it.</li> <li>Pick the cards at random and show it to learners and ask them to mention the words on the card.</li> <li>Lead learners to find the meaning of the words.</li> </ul> <p>Assessment: let learners explain simple vocabulary</p>	What have we learnt today?  Review the lesson with learners

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read the first paragraph of a short passage to learners aloud.</li> <li>• Pause and ask them questions based on the paragraph read.</li> <li>• Continue reading and asking questions intermittently until the whole passage is read.</li> </ul> <p>Assessment: let learners answer simple questions.</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 the first paragraph of a short passage to learners aloud.</li> <li>• Pause and ask them questions based on the paragraph read.</li> <li>• Continue reading and asking questions intermittently until the whole passage is read.</li> </ul> <p>Assessment: let learners answer simple questions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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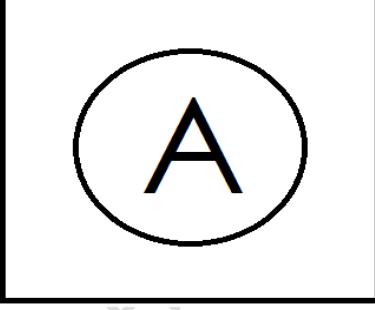
**TERM THREE**  
**BASIC TWO**  
**WEEK 6**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Giving and Responding to Commands, B. Comprehension C. Guided Composition D. Using Simple and Compound Sentences E. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	B2.1.9.1.3. B2.2.7.2.5	B2.4.8.1.1. B2.5.9.1.2 B2.6.1.1.1	
<b>Content standard (code)</b>	B2.1.9.1. B2.2.7.2.		
<b>Performance Indicator</b>	A. Learners can respond to commands, instructions and requests B. Learners can use visualisation strategy (form mental images about texts) to enhance understanding of level-appropriate texts C. Learners can develop two coherent paragraphs on one idea or concepts using leading questions D. Learners can Identify nouns and verbs in simple sentence E. Learners can read a variety of age and level-appropriate books and texts from print and non-print		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Introduce instructions by having learners respond to typical classroom instructions.</li> <li>• Create situations for learners to practise giving and responding to instruction.</li> <li>• Let learners role-play parents, teachers, prefects, learners giving and responding to instructions, etc. e. g. Instruction:</li> </ul> <p>1. Draw a circle in a square. 2. Write the letter “A” in the circle. Response:</p>  <p>Assessment: let learners respond to commands, instructions and requests</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></p> <ul style="list-style-type: none"> <li>• Model using visualisation strategy to construct meaning from a text.</li> <li>• Through appropriate questions, guide learners to practise using visualisation strategy to construct meaning from texts.</li> </ul> <p>Assessment: let learners use visualisation strategy to 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	<p><b>C. WRITING</b></p> <ul style="list-style-type: none"> <li>• Write selected topics on the board, e.g. “My school”.</li> </ul>	What have we learnt today?

	and recite familiar rhymes	<ul style="list-style-type: none"> <li>Teacher and learners brainstorm to generate ideas about the topic.</li> <li>Put learners in groups and ask leading questions to guide them develop the ideas generated into one or two paragraphs</li> </ul> <p>Assessment: let learners develop two coherent paragraphs on one idea</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING CONVENTIONS AND GRAMMAR USAGE</b></p> <p>Use questions and samples to learners to identify nouns and verbs in the structure of simple sentences. e. g. i. Ofori danced. (Who danced? What did Ofori do?) ii. Ama laughed</p> <p>Assessment: let learners identify nouns and verbs in simple sentence</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>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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SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Measurement- Length, Capacity, Mass and Time	
<b>Indicator (code)</b>	B2.3.3.1.2	B2.3.3.2.1	
<b>Content standard (code)</b>	B2.3.3.1.	B2.3.3.2.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can develop an understanding of measuring as a process of comparing three or more items</li> <li>Learners can recognize the need for standard unit of measurement of length</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections

Monday	Sing songs like:  I'm counting one, what is one	Learners bring together several collection of objects in their environment and compare (directly and indirectly) using words such as smaller, smallest, longer, longest, bigger, biggest, heavier, heaviest etc.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one	Learners bring together several collection of objects in their environment and compare (directly and indirectly) using words such as smaller, smallest, longer, longest, bigger, biggest, heavier, heaviest etc.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one,	Mark a learner's height on the wall and ask 4 learners to use their hands span to measure the height. On the basis of the different measures that would be obtained, get learners to establish the need for use of standard units  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Estimate the measure in non-standard units, and then comparing the estimate with the actual measure. E.g. Bring two learners of different heights to the front of the class, take the height of one pupil. On the basis of that height ask a pupil to estimate the height of the other pupil and then measure the actual height to compare with their estimation  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Estimate the measure in non-standard units, and then comparing the estimate with the actual measure. E.g. Bring two learners of different heights to the front of the class, take the height of one pupil. On the basis of that height ask a pupil to estimate the height of the other pupil and then measure the actual height to compare with their estimation  Assessment: have learners to practice with more examples	Review the lesson with Learners

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NANA FIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : HUMANS AND THE ENVIRONMENT</b>		<b>Sub-strand : DISEASES</b>	
<b>Indicator (code)</b>	B2. 5.2.1.1		
<b>Content standard (code)</b>	B2. 5.2.1.		
<b>Performance Indicator</b>	Learners can identify causes and prevention of ringworm		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Show pictures of people suffering from ringworm. <ul style="list-style-type: none"> <li>Guide learners to bring out possible causes of ringworm and other skin diseases such as eczema.</li> <li>Discuss the modes of prevention of skin diseases such as good personal hygiene and not sharing personal items with infected persons</li> </ul> Assessment: let learners identify causes of ringworm	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>Discuss the modes of prevention of skin diseases such as good personal hygiene and not sharing personal items with infected persons.</p> <ul style="list-style-type: none"> <li>Ask learners to compose a rhyme or song on the prevention of ringworm</li> </ul> <p>Assessment: let learners identify prevention of ringworm</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B2 2.2.3.3		
<b>Content standard (code)</b>	B2 2.2.3.		
<b>Performance Indicator</b>	Learners can create performing artworks to express own views, knowledge and understanding of topical issues in other Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	learners are to: ② select ideas from topical issues in Ghana to create own music, dance, drama, story or poem;  Assessment: let learners produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc	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:</p> <p>perform own music, dance and drama that reflect topical issues of concern in other parts of Ghana.</p> <p>Assessment: let learners produce own music, dance and drama by arranging, composing, performing, reciting, dialoguing, dancing, singing, acting, conducting, imitating, drumming, role-playing, etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SAFETY AND INJURIES	
<b>Indicator (code)</b>	B2.4.3.4.1:		
<b>Content standard (code)</b>	B2.4.3.4.		
<b>Performance Indicator</b>	Learners can explain why it is safer to stretch a warm muscle rather than a cold muscle.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners explain that warmed muscles are elastic and can stretch with less damage as cool muscles in physical activity	What have we learnt today?  Use answers to summarise the lesson.

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	prevent injuries		
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NANA FIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>	B2.3.2.1.1		
<b>Content standard (code)</b>	B2.3.2.1.		
<b>Performance Indicator</b>	Learners can describe how early trade was carried out between Ghanaians and Europeans		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How did the method of	Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life: e.g. the Dutch and wax prints  Assessment: let learners identify countries with the items they brought that remained part of everyday Ghanaian life	What have we learnt today?  Ask learners to summarize the main points in the lesson

	trade change with time?		
Thursday	Engage learners to sing songs and recite familiar rhymes  How did the method of trade change with time?	Use internet to identify countries with the items they brought that remained part of everyday Ghanaian life: e.g. the Dutch and wax prints  Assessment: let learners identify countries with the items they brought that remained part of everyday Ghanaian life	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and the Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b> B2. 4.1.1.3:			
<b>Content standard (code)</b> B2. 4.1.1.			
<b>Performance Indicator</b> Learners can describe factors that promote good relationships between children and their parents.			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners dramatise behaviours that show good relationships  Assessment: let learners describe factors that promote good relationships between children and their parents	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Silent Reading Fluency	
<b>Indicator (code)</b>	B2.2.7.1.1      B2.2.8.1.1		
<b>Content standard (code)</b>	B2.2.7.1.      B2.2.8.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should read four to five sentences consisting of eight to ten words</li> <li>The learner should read aloud words and sentences of about four to five words using correct pronunciation.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Give learners story books consisting of four to five sentences.</li> <li>Lead learners to read the sentences in the story books.</li> <li>Call learners to read the sentences on individual bases.</li> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <li>Let learners tell what they understand from what they have read.</li> </ul> <p>Assessment: let learners read four to five sentences consisting of eight to ten words</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Share Readers or reading books with sentences of four to five words to learners.</li> <li>Let learners scan through the book to look for new vocabulary.</li> <li>Lead learners to mention the words.</li> <li>Lead the class to read and call learners to read as well using correct pronunciation.</li> </ul> <p>Assessment: let learners read aloud words and sentences of about four to five words using correct pronunciation.</p>	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>Share Readers or reading books with sentences of four to five words to learners.</li> <li>Let learners scan through the book to look for new vocabulary.</li> <li>Lead learners to mention the words.</li> <li>Lead the class to read and call learners to read as well using correct pronunciation.</li> </ul> <p>Assessment: let learners read aloud words and sentences of about four to five words using correct pronunciation.</p>	What have we learnt today?  Review the lesson with learners

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**TERM THREE**  
**BASIC TWO**  
**WEEK 7**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>	<b>Date :</b>				
<b>Period :</b>	<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading	<b>Sub-strand :</b> A. Presentation B. Fluency C. Narrative Writing D. Spelling E. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B2.1.10.1.1	B2.2.9.1.1	B2.4.10.1.1.	B2.5.10.1.1	B2.6.1.1.1
<b>Content standard (code)</b>	B2.1.10.1.	B2.2.9.1.	B2.4.10.1. .	B2.5.10.1.	B2.6.1.1.
<b>Performance Indicator</b>	A. Learners can speak with confidence before different audiences B. Learners can read texts/stories/passages with good pace, accuracy and expression C. Learners can write about real or imagined experiences or events using the process approach D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Put learners in pairs to share their holiday plans with each other.</li> <li>Have each person share his/her friend's plans with the class.</li> <li>Use probing questions to get learners give additional information: e.g. <ul style="list-style-type: none"> <li>i. Where will he go first?</li> <li>ii. What will he be doing there? etc</li> </ul> </li> </ul> <p>Assessment: let learners speak with confidence before the class.</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></p> <ul style="list-style-type: none"> <li>Model reading aloud with the focus on pace and expression.</li> <li>Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression</li> </ul> <p>Assessment: let learners read texts/stories/passage with good pace, accuracy and expression</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>Ask learners simple questions on their daily routines.</li> <li>Let learners brainstorm and choose a topic for the day. e. g."A visit to the market" or "A visit to the beach"</li> <li>Using questions, assist learners to write a paragraph or two about their experiences. e. g. i. What is the name of the market? ii. Where is the market? iii. What did you buy from the market?</li> </ul> <p>Assessment: let learners write about real or imagined experiences or events using the process approach</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> <ul style="list-style-type: none"> <li>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</li> <li>Have learners use these words in oral and written sentences.</li> <li>Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e. g. i. This is my-----.</li> </ul> <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern</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>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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SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Measurement- Length, Capacity, Mass and Time	
<b>Indicator (code)</b>	B2.3.3.3.1		
<b>Content standard (code)</b>	B2.3.3.3.		
<b>Performance Indicator</b>	Learners can read the calendar and solve problems involving the number of days in a week and number of months in a year.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Using the calendar to do the following: - Identify or read the day of the week and the month of the year for a given calendar date.	Review the lesson with Learners

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is	Using the calendar to do the following: - Identify the day (or month) that comes before or after a given day (or month)  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	Using the calendar to do the following: - Name, order and count the days in a week and the months in a year,  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one  1 - One is one alone,	. Ask learners to say the rhyme "Thirty-days has September"  30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting	Ask learners to say the rhyme "Thirty-days has September"	Review the lesson with Learners

	<p>one, what is one</p> <p>30 days has September, April, June, and November. All the rest have 31, Except for February alone, which has 28 days clear, and 29 in each leap year.</p>	
	<p>Assessment: have learners to practice with more examples</p>	

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SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : HUMANS AND THE ENVIRONMENT</b>		<b>Sub-strand : DISEASES</b>	
<b>Indicator (code)</b>	B2.5.2.1.2		
<b>Content standard (code)</b>	B2.5.2.1.		
<b>Performance Indicator</b>	Learners can name some common water-borne diseases and their prevention		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	In groups, learners observe containers of dirty water and clean water. <ul style="list-style-type: none"> <li>• Show pictures or videos of people suffering from diarrhoea, cholera, and typhoid.</li> <li>• Ask learners to identify which sample of water (dirty or clean), is likely to contain microorganisms that cause diseases.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> <li>Let learners discuss how they will prevent themselves from contracting water-borne diseases (boiling water, filtering water, etc.).</li> </ul> <p>Assessment: let learners name some common water-borne diseases</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Let learners create posters, compose songs or rhymes on how to prevent water- borne diseases</p> <p>Assessment: let learners name some common water-borne diseases and their prevention</p>	<p>What have we learnt today?</p> <p>Give learners an assignment to investigate how people communicated, travelled, sought medical care, etc. in the olden days (in the absence of modern-day technological inventions).</p>

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SUBJECT: Creative Arts

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B2 1.3.4.3		
<b>Content standard (code)</b>	B2 1.3.4.		
<b>Performance Indicator</b>	Learners can plan a display of own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: talk about how to display artworks (e.g. by hanging and spreading)  identify and prepare a venue, select and group artwork  Assessment: let learners display their own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities	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:</p> <p>plan the arrangement of own artworks to share ideas, educate and inform the public on topical issues experienced in other parts of Ghana.</p> <p>Assessment: let learners display their own visual artworks to share creative experiences based on ideas that reflect topical issues in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MY GLOBAL COMMUNITY</b>		<b>Sub-strand : Sources of Information</b>	
<b>Indicator (code)</b>	B2.5.3.1.1.		
<b>Content standard (code)</b>	B2.5.3.1.		
<b>Performance Indicator</b>	Learners can identify sources of information		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Bring real items or pictures of telephone, mobile phone, radio etc., to class. Learners talk about the use of these technological tools.  Assessment: let learners identify sources of information	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners draw the items used for receiving and sending information e.g. mobile phone.	What have we learnt today?

	and recite familiar rhymes	Assessment: let learners draw the items used for receiving and sending information	Ask learners to summarize the main points in the lesson
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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SUBSTANCES	
<b>Indicator (code)</b>	B2.4.4.4.1:		
<b>Content standard (code)</b>	B2.4.4.4.		
<b>Performance Indicator</b>	Learners can classify PE equipment into new and old		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
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	Place PE equipment like discus, javelin, etc. on a table and guide learners to sort them into new and old by their appearance and usage	What have we learnt today?  Use answers to summarise the lesson.

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>		B2.3.2.1.1	
<b>Content standard (code)</b>		B2.3.2.1.	
<b>Performance Indicator</b>		Learners can describe how early trade was carried out between Ghanaians and Europeans	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians.  Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What towns emerged out of the trade between Ghanaians and Europeans?</p>	<p>Name the towns that emerged on the coast as a result of European trade with Ghanaians.</p> <p>Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Family and the Community		<b>Sub-strand :</b> Personal Safety in the Community	
<b>Indicator (code)</b>	B2. 4.2.1.1:		
<b>Content standard (code)</b>	B2. 4.2.1.		
<b>Performance Indicator</b>	Learners can describe ways of promoting personal hygiene and safety in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Have learners mention things they need in promoting personal hygiene practices: water, soap, tooth brush and tooth paste, nail cutter, etc. <ul style="list-style-type: none"> <li>Let learners talk about things they do to show personal hygiene practices: bathing twice a day, brushing of the teeth, at least, twice daily, washing of clothes regularly, washing of hands regularly, etc.</li> </ul> Assessment: let learners describe ways of promoting personal hygiene	What have we learnt today?  Ask learners to summarize the main points in the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Writing Simple Words/ Names of People and Places (Proper Nouns) Labelling Items in the Environment /Classroom	
<b>Indicator (code)</b>		B2.3.3.2.1	
<b>Content standard (code)</b>		B2.3.3.2.	
<b>Performance Indicator</b>		The learner should label and mention items in the classroom and in the school.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw some items in the home and school on a manila card.</li> <li>Let learners use their knowledge on sorting to sort the items into those found in the home and in the school.</li> <li>Lead learners to label and mention items in the classroom and in the school.</li> <li>Point to some items in the class and let learners mention the names and draw and label them.</li> </ul>	What have we learnt today?  Review the lesson with learners

		Assessment: let learners label and mention items in the classroom and in the school.	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Draw some items in the home and school on a manila card.</li> <li>• Let learners use their knowledge on sorting to sort the items into those found in the home and in the school.</li> <li>• Lead learners to label and mention items in the classroom and in the school.</li> <li>• Point to some items in the class and let learners mention the names and draw and label them.</li> </ul> <p>Assessment: let learners label and mention items in the classroom and in the school.</p>	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>• Draw some items in the home and school on a manila card.</li> <li>• Let learners use their knowledge on sorting to sort the items into those found in the home and in the school.</li> <li>• Lead learners to label and mention items in the classroom and in the school.</li> <li>• Point to some items in the class and let learners mention the names and draw and label them.</li> </ul> <p>Assessment: let learners label and mention items in the classroom and in the school.</p>	What have we learnt today?  Review the lesson with learners

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**TERM THREE**  
**BASIC TWO**  
**WEEK 8**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Fluency C. Narrative Writing D. Spelling E. Building The Love And Culture Of Reading			
<b>Indicator (code)</b>	B2.1.10.1.2	B2.2.9.1.1	B2.4.10.1.1.	B2.5.10.1.1	B2.6.1.1.1
<b>Content standard (code)</b>	B2.1.10.1.	B2.2.9.1.	B2.4.10.1.	B2.5.10.1.	B2.6.1.1.
<b>Performance Indicator</b>	A. Learners can maintain appropriate posture, eye contact and use appropriate verbal and non-verbal cues to convey meaning B. Learners can read texts/stories/passages with good pace, accuracy and expression C. Learners can write about real or imagined experiences or events using the process approach D. Learners can use phonics knowledge to spell words with irregular phonic letter pattern E. Learners can read a variety of age and level-appropriate books and texts from print and non-print				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Model appropriate posture, eye contact and use verbal and non-verbal clues.</li> <li>• Let learners observe and do same.</li> <li>• Discuss when to use various postures, eye contact, verbal and non-verbal clues when talking to different people e.g. teacher, friend.</li> <li>• Have learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication. e.g. crossed arms and unblinking eye gaze to indicate disapproval.</li> </ul> <p>Assessment: let learners role-play how to maintain appropriate posture, verbal and non-verbal clues in communication</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></p> <ul style="list-style-type: none"> <li>• Model reading aloud with the focus on pace and expression.</li> <li>• Have learners, in group/pairs, read short texts aloud with the appropriate pace, accuracy and expression</li> </ul> <p>Assessment: let learners read texts/stories/passages with good pace, accuracy and expression</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>• Let learners brainstorm and choose a topic for the day. e. g."A visit to the market" or "A visit to the beach"</li> <li>• Using questions, assist learners to write a paragraph or two about their experiences. e. g. <ul style="list-style-type: none"> <li>i. What is the name of the market?</li> <li>ii. Where is the market? iii. What did you buy from the market?</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>Let learners write a short paragraph and paste it on the notice board. Note: Learners may create imaginary experiences and write about them.</li> </ul> <p>Assessment: let learners write about real or imagined experiences or events using the process approach</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>Have learners play the pick and spell game to spell phonetically irregular words. e. g. the, face</li> <li>Have learners use these words in oral and written sentences.</li> <li>Provide sentences with blank spaces for learners to fill in the blanks using the words they have learnt to spell. e. g. i. This is my-----.</li> </ul> <p>Assessment: let learners use phonics knowledge to spell words with irregular phonic letter pattern</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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SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Measurement- Length, Capacity, Mass and Time	
<b>Indicator (code)</b>	B2.3.3.3.2		
<b>Content standard (code)</b>	B2.3.3.3.		
<b>Performance Indicator</b>	Learners can use arbitrary units and hour on the clock to measure time to complete simple events.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Sing songs like:	1. Ask learners to tell how much time (in terms of arbitrary unit timers like claps, water timers, etc.) it would take to - walk round the classroom - to sing a song - to eat one banana	Review the lesson with Learners

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one	Ask learners to tell describe events that take an hour or more or less than an hour  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	Ask learners to tell describe events that take an hour or more or less than an hour  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Ask learners to watch the clock each hour and note how long they stay in school each day.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Ask learners to watch the clock each hour and note how long they stay in school each day.  Assessment: have learners to practice with more examples	Review the lesson with Learners

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : HUMANS AND THE ENVIRONMENT</b>		<b>Sub-strand : SCIENCE AND INDUSTRY</b>	
<b>Indicator (code)</b>	B2.5.3.1.1		
<b>Content standard (code)</b>	B2.5.3.1.		
<b>Performance Indicator</b>	Learners can identify the technological devices used in the community and describe their impact		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Engage learners to communicate their findings based on the investigations. <ul style="list-style-type: none"> <li>Learners name some technological devices they see in the school, at home, in the market places, hospitals, mosque, churches, bus stations, airport, etc.</li> <li>Present some products of technology that can be seen in the community to learners, e.g. mobile phones, computers, school bag, sewing machines and fan.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> <li>Facilitate a session where learners operate some common devices such as mobile phones, laptops, toy cars, etc</li> </ul> <p>Assessment: let learners identify the technological devices used in the community</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Let learners brainstorm to find out what will happen if there were no modern technological devices in the community.</p> <ul style="list-style-type: none"> <li>Ask learners to draw a technological device that will improve their communities in future.</li> </ul> <p>Assessment: let learners identify the technological devices used in the community and describe their impact</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p> <p>Assign learners to find out how foods are processed for consumption in their communities before the next lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : PERFORMING ARTS</b>		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B2 2.3.4.2		
<b>Content standard (code)</b>	B2 2.3.4.		
<b>Performance Indicator</b>	Learners can plan for a display of own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>earners are to: <input type="checkbox"/> watch a short video that shows the natural and manmade environments in other parts of Ghana; <input type="checkbox"/> select performances by considering factors such as creativity and originality;</p> <p>Assessment: let learners display their own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</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>Learners are to plan the arrangement of own music, dance and drama to share ideas on the natural and manmade environments of other Ghanaian communities</p> <p>Assessment: let learners display their own performing artworks to share creative experiences based on ideas that reflect the natural and manmade environments in other Ghanaian communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> Technology in Communication	
<b>Indicator (code)</b>	B2.5.4.1.1.		
<b>Content standard (code)</b>	B2.5.4.1.		
<b>Performance Indicator</b>	Learners can demonstrate sending and receiving information from other gadgets		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through demonstration to talk about where one can send and receive information in a discussion e.g. Poster, road signs, newspapers, telephones calls, SMS, etc.  Bring sources of data e.g. newspapers or class registers to class  Guide learners, through demonstration, to identify data and record them in their books, e.g. listening to radio, newspaper, talking to people, etc	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners identify data and record them in their books from newspapers and posters	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Through group work, guide learners to talk about the type of information they should pay attention to e.g. information on their education, parents.</p> <p>Assessment: let learners identify the types of information they should pay attention</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> DRUGS	
<b>Indicator (code)</b>	B2.4.5.4.1:		
<b>Content standard (code)</b>	B2.4.5.4.		
<b>Performance Indicator</b>	Learners can Identify types of drugs commonly used by adolescents.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
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	Lead learners to understand the meaning of drug as anything we take in regularly for purpose other than food such as drinking alcohol, taking medicine, smoking, etc. Guide them to mention common drugs used in their community and list them. This should be given to them as project.	What have we learnt today?  Use answers to summarise the lesson.

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> International Trade Including Slave Trade	
<b>Indicator (code)</b>		B2.3.2.1.1	
<b>Content standard (code)</b>		B2.3.2.1.	
<b>Performance Indicator</b>		Learners can describe how early trade was carried out between Ghanaians and Europeans	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What towns emerged out of the trade between Ghanaians and Europeans?	Name the towns that emerged on the coast as a result of European trade with Ghanaians.  Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians	What have we learnt today?  Ask learners to summarize the main points in the lesson

Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What towns emerged out of the trade between Ghanaians and Europeans?</p>	<p>Name the towns that emerged on the coast as a result of European trade with Ghanaians.</p> <p>Assessment: let learners mention the towns that emerged on the coast as a result of European trade with Ghanaians</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Family and the Community		<b>Sub-strand :</b> Personal Safety in the Community	
<b>Indicator (code)</b>	B2. 4.2.1.1:		
<b>Content standard (code)</b>	B2. 4.2.1.		
<b>Performance Indicator</b>	Learners can describe ways of promoting personal hygiene and safety in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through dramatisation, let learners demonstrate personal hygiene practices  Assessment: let learners describe ways of promoting personal hygiene.	What have we learnt today?  Ask learners to summarize the main points in the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Copying /Writing Simple Sentences with Correct Spacing	
<b>Indicator (code)</b>	B2.3.4.1.1		
<b>Content standard (code)</b>	B2.3.4.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should write short sentences with correct spacing about objects and pets.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw objects and pets on a manila card and display it to learners.</li> <li>Lead learners through discussion to mention the things drawn on the card.</li> <li>Use the words to form simple sentences and lead learners to read them aloud.</li> <li>Let learners read the simple sentences aloud individually</li> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <li>Let learners write simple sentences with correct spacing about objects and pets.</li> </ul> <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Draw objects and pets on a manila card and display it to learners.</li> <li>Lead learners through discussion to mention the things drawn on the card.</li> <li>Use the words to form simple sentences and lead learners to read them aloud.</li> <li>Let learners read the simple sentences aloud individually</li> <li>Let learners write simple sentences with correct spacing about objects and pets.</li> </ul> <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	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>Draw objects and pets on a manila card and display it to learners.</li> <li>Lead learners through discussion to mention the things drawn on the card.</li> <li>Use the words to form simple sentences and lead learners to read them aloud.</li> <li>Let learners read the simple sentences aloud individually</li> <li>Let learners write simple sentences with correct spacing about objects and pets.</li> </ul> <p>Assessment: let learners write short sentences with correct spacing about objects and pets.</p>	What have we learnt today?  Review the lesson with learners

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NANA FIFI ACQUAH

**TERM ONE**  
**BASIC THREE**  
**WEEK 1**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>		
<b>Day :</b>		<b>Date :</b>		
<b>Period :</b>		<b>Lesson :</b>		
<b>Strand :</b> A. Reading B. Writing C. Using Writing Conventions D. Extensive Reading		<b>Sub-strand :</b> A. Phonics B. Penmanship/Handwriting C. Using Capitalisation D. Building the Love and Culture of Reading		
<b>Indicator (code)</b>	B3.2.2.1.1	B3.4.2.1.1.	B3.5.1.1.1.	B3.6.1.1.1
<b>Content standard (code)</b>	B3.2.2.1.	B3.4.2.1.	B3.5.1.1.	B3.6.1.1.
<b>Performance Indicator</b>	A. Learners can understand the relationship between spelling of words and sounds of speech B. Learners can copy short paragraphs clearly C. Learners can use capital letters to write initials and abbreviations D. Learners can read a variety of age and level-appropriate books and summarise them			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
<b>Keywords</b>				
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.		
<b>Ref:</b>	English Language curriculum Page			

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>B. READING</b></p> <ul style="list-style-type: none"> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out words</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></p> <ul style="list-style-type: none"> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out 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>Model copying a short paragraph on the board drawing attention to features such as clarity, spacing and alignment of letters.</li> <li>Let learners practise copying a short paragraph legibly and correctly on the board.</li> <li>Have learners copy short paragraphs from a book into their exercise books</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</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> <ul style="list-style-type: none"> <li>Introduce initials and abbreviations in context.</li> <li>Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</li> <li>Give texts having full names of people and organisations.</li> <li>Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners use capital letters to write initials and abbreviations	
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>• Using the Author's chair, introduce the reading/library time.</li> <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>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <ul style="list-style-type: none"> <li>• Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>• Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : NUMBER</b>		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can use number names and the counting sequence to count and estimate quantities up to 10,000.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence	Review the lesson with Learners

	I'm counting one, what is one.	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one,	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one,	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one.	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Count to tell the number of objects in given collection of objects by selecting the most appropriate of three estimates for a given collection of objects and justify the choice  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one	Skip count forwards and backwards from 0 to 10,000 by 10s, 50s 100s, 500s and 1000s starting at any point. Identify and correct errors or omissions in a skip counting sequence  Assessment: have learners to practice with more examples	Review the lesson with Learners

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : LIVING AND NON-LIVING THINGS</b>	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can classify living things into plants and animals by their life processes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners watch pictures and videos on living things.</li> <li>Learners collect and display cut-out pictures or flash cards of plants and animals</li> <li>Learners sort the living things into plants and animals through an activity.</li> <li>Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</li> <li>Produce more materials for different activities.</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners watch pictures and videos on living things.</li> <li>• Learners collect and display cut-out pictures or flash cards of plants and animals</li> <li>• Learners sort the living things into plants and animals through an activity.</li> <li>• Draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</li> <li>• Produce more materials for different activities.</li> </ul> <p>Assessment: let learners draw two large circles and let learners place living things into different circles for plants and animals based on their life processes.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B3 1.1.1.1		
<b>Content standard (code)</b>	B3 1.1.1.		
<b>Performance Indicator</b>	Learners can study and talk about visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>❑ watch documentaries on artworks from Africa;</li> <li>❑ visit museums, galleries and art centres to see samples of visual artworks from other countries in Africa and the rest of the world;</li> <li>❑ document the information gathered by taking pictures of artworks from Africa, photocopying them and by recording and downloading videos and images for future use;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>❑ gather information through library research, surfing the Internet for artworks (e.g. mask, sculptures, painting, pottery, beads, body arts) from Africa;</li> <li>❑ identify ideas and concepts for artistic expression from artworks produced by Africans;</li> <li>❑ discuss the visual artworks of people in the identified communities in Africa.</li> </ul> <p>Assessment: let learners describe visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>❑ identify ideas and concepts for artistic expression from artworks produced by Africans;</li> <li>❑ discuss the visual artworks of people in the identified communities in Africa.</li> </ul> <p>Assessment: let learners describe visual artworks produced or found in other African communities that reflect the history and culture of people in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can discuss the origins of the major ethnic groups in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		History curriculum Page	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ol style="list-style-type: none"> <li>Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</li> <li>Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.</li> </ol> <p>Assessment: let learners Identify some of the major ethnic groups on a map</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>What are the major ethnic groups in Ghana?</p>	<p>1. Identify some of the major ethnic groups. e.g. Guan, Mole-Dagbani/ Gonja, Akan, Ga/Adangme, Ewe</p> <p>2. Use a map to trace the routes the major ethnic groups travelled to get to their present-day locations in Ghana.</p> <p>Assessment: let learners Identify some of the major ethnic groups on a map</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Nature of God	
<b>Indicator (code)</b>	B3.1.1.1.1.		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can examine the purpose of God's creation of human beings		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the creation of humankind. i. Who were the first people God created? ii. Who was created first? Learners tell creation stories. iii. Explain why God created human beings e.g. to take care of other creatures, to worship and serve Him, etc. Learners think-pair-share on why we should protect and care for God's creation: i. to maintain creation for generations ii. it is a command from God	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>iii. our survival depends on other creation: food, medicine, shelter, air, etc.</p> <p>iv. it is service to God and humankind</p> <p>Assessment: Let learners explain why God created human beings</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.</p> <p>Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Assessment: Let learners explain why we should protect and care for God's creation</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can change direction from forward and back and right and left while walking, running, hopping, and jumping (i.e., locomotor skills).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Mark points on the court with cones/skittles with directions. After warm ups lead learners to direction from forward to backward, right to left whiles starting with walking, to running, hopping to jumping, etc. in a fun way. Allow learners to progress at their own pace. Observe learner's performance and give corrective feedback to improve performance. End the lesson by leading learners to jog slowly to walking with fun whiles flexing the body parts for quick recovery.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIFI ACQUAH

	and to prevent injuries		
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B3. 1.1.1.1:		
<b>Content standard (code)</b>	B3. 1.1.1.		
<b>Performance Indicator</b>	Learners can narrate the creation stories of the three main religions of Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Using Think-Pair-Share, let learners talk about things around them.</li> <li>Let learners talk about who created the things around them</li> </ul> <p>Assessment: let learners narrate who created the things around them.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Songs Rhymes	
<b>Indicator (code)</b>	B3.1.1.1.1	B3.1.2.1.1	
<b>Content standard (code)</b>	B3.1.1.1.1	B3.1.2.1.1	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should sing songs with the correct rhythms and discuss the meaning and moral values of the song</li> <li>Learners should recognise rhyming words</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners sing a familiar occupational song they know.</li> <li>Play familiar traditional songs on a tape/clip for learners to listen.</li> <li>Teach learners the song and let them sing the song alone.</li> <li>Allow learners to sing the song with correct rhythms.</li> <li>Lead learners to brainstorm the meaning of the song.</li> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <li>• Lead learners through discussion to tell the moral values in the song.</li> </ul> <p>Assessment: let learners sing songs with the correct rhythms and discuss the meaning and moral values of the song</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Read aloud a rhyme to learners.</li> <li>• Let learners read aloud the rhyme in turns.</li> <li>• Lead learners through discussions to recognise rhyming words in the rhyme.</li> </ul> <p>Assessment: let learners identify rhyming words</p>	What have we learnt today?  Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a popular play song they know.</li> <li>• Read aloud a rhyme to learners.</li> <li>• Let learners read aloud the rhyme in turns.</li> <li>• Lead learners through discussions to recognise rhyming words in the rhyme.</li> </ul> <p>Assessment: let learners identify rhyming words</p>	What have we learnt today?  Review the lesson with learners

Vetted by : ..... Signature: ..... Date : .....

**TERM ONE**  
**BASIC THREE**  
**WEEK 2**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>	<b>Class size:</b>
<b>Day :</b>	<b>Date :</b>
<b>Period :</b>	<b>Lesson :</b>
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading	<b>Sub-strand :</b> A. Songs B. Phonics C. Penmanship/Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading
<b>Indicator (code)</b>	B3.1.1.1. B3.2.2.1.1 B3.4.2.1.1. B3.5.1.1.1. B3.6.1.1.1
<b>Content standard (code)</b>	B3.1.1.1. B3.2.2.1. B3.4.2.1. B3.5.1.1. B3.6.1.1.
<b>Performance Indicator</b>	A. Learners can talk about the benefits of songs B. Learners can understand the relationship between spelling of words and sounds of speech C. Learners can copy short paragraphs clearly D. Learners can use capital letters to write initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	
<b>Keywords</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.
<b>T. L .R. (s)</b>	

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Let learners identify some familiar songs e.g. patriotic songs such as "The National Anthem".</li> <li>Teach the songs identified, e. g. "The National Anthem"</li> <li>Let learners sing rhythmically, using claps, gestures and dance where necessary.</li> <li>Let learners, in convenient groups, identify and talk about the moral lessons in the songs.</li> <li>Have learners think-pair-share the benefits of songs. Let the pairs then share their views with the whole class.</li> <li>Assessment: let learners talk about the benefits of songs</li> </ul>	<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></p> <ul style="list-style-type: none"> <li>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words.</li> </ul> <p>Assessment: let learners use letter names and sounds to spell and sound out 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>Have learners revise writing out some words as you pronounce them. (You can also make them read words on the board or word cards).</li> <li>Provide activities for learners to use letter names and sounds to spell and sound out words</li> </ul> <p>Assessment: let learners copy short paragraphs clearly</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> <ul style="list-style-type: none"> <li>• Introduce initials and abbreviations in context.</li> <li>• Provide learners with sentences or texts containing initials and abbreviations for them to identify. e. g. WHO – World Health Organisation; K. S. Manu – Kofi Sakyi Manu</li> <li>• Give texts having full names of people and organisations.</li> <li>• Ask learners to rewrite the text and replace the full names of people and organisations with initials and abbreviations</li> </ul> <p>Assessment: let learners use capital letters to write initials and abbreviations</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>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair, introduce the reading/library time.</li> <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>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : NUMBER</b>		<b>Sub-strand : Counting, Representation, Cardinality &amp; Ordinality</b>	
<b>Indicator (code)</b>	B3.1.1.1.1		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can Use number names and the counting sequence to count and estimate quantities up to 10,000.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Sing songs like:	Represent numbers or quantities to 1000 with written numerals	Review the lesson with Learners

	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like:  I'm counting one, what is one	Represent numbers or quantities to 1000 with written numerals  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Write number words for given multiples of ten to 9999 and for multiples of 100 to 99990  Assessment: have learners to practice with more examples	Review the lesson with Learners

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : MATERIALS</b>	
<b>Indicator (code)</b>	B3.1.2.1.1		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can identify the uses of everyday materials and link the uses to their properties		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Show learners pictures and videos of common materials e.g. wood, plastics, paper, metals, leather, cotton, etc.</li> <li>Learners collect everyday materials in their environment e.g. wood, plastics, paper, metals, leather, cotton, etc. and bring them to class.</li> <li>Learners use think-pair-share to discuss the uses of the materials collected.</li> <li>Brainstorm with learners to come out with the uses of the materials in relation to their properties, e.g. metals</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<p>are used for making car bodies because they are hard, plastics are used for making bottles, buckets, bowls because they can be moulded into different shapes</p> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Engage learners in an activity to match some products such as buckets, cups, books, tables with their material sources such as metals, clay, glass, wood, plastics.</li> <li>Provide a lot of materials for the learners to do more activities.</li> </ul> <p>Assessment: let learners identify the uses of everyday materials and link the uses to their properties</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : PERFORMING ARTS</b>		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B3 2.1.1.1		
<b>Content standard (code)</b>	B3 2.1.1.		
<b>Performance Indicator</b>	Learners can study and talk about performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
T. L .R. (s) Pictures			
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>❑ gather information through library research, surfing the internet for African music, dances and drama;</li> <li>❑ watch short documentaries on the performing arts of Africa;</li> <li>❑ discuss the resources that are used (e.g. instruments, elements, costumes, props) for composing and performing music, dance and drama in Africa and the rest of the world;</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>❑ imitate the skills and techniques that the composers, arrangers and performers use;</li> <li>❑ discuss the subject matter, the occasions on which they are performed – festivals, entertainment shows, sporting activities, independence anniversary celebrations and their social and cultural importance;</li> </ul> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>develop ideas and concepts for composing and performing music, dance and drama from the compositions and performances from Africa.</p> <p>Assessment: let learners describe performing artworks produced or performed in other African communities that reflect the history and culture or way of life of people in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can discuss the origins of the major ethnic groups in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What are the major ethnic	In groups, learners discuss the origin of the major ethnic groups.  Assessment: let learners mention the origin of the major ethnic groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

	groups in Ghana?		
Thursday	Engage learners to sing songs and recite familiar rhymes  What are the major ethnic groups in Ghana?	In groups, learners discuss the origin of the major ethnic groups.  Assessment: let learners the origin of the major ethnic groups	What have we learnt today?  Ask learners to summarize the main points in the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Nature of God</b>	
<b>Indicator (code)</b>	B3.1.1.1.1.		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can examine the purpose of God's creation of human beings		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc. Learners draw and colour some of the creations of God in the environment Assessment: Let learners mention ways of caring for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Group learners to discuss the usefulness of plants and animals to human beings using pictures, models (use videos where available). With pictures, learners identify uses of plants and animals.</p> <p>Guide learners to perform series of activities to consolidate learning e.g. draw and colour food plants and domestic animals</p> <p>Learners talk about ways of caring for the environment: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</p> <p>Learners organise and do clean-up exercises in the school environment.</p> <p>Learners, in groups, to do a project on clearing a rubbish dump, planting trees, checking erosion, clearing choked gutters, etc.</p> <p>Assessment: Let learners explain the usefulness of plants and animals to human beings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : LOCOMOTOR SKILLS</b>	
<b>Indicator (code)</b>	B3.1.1.1.2		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can jump continuously forward and backward over a turning rope		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Learners find free space and skip 10 times always landing on the balls of both feet. Learners find free space and skip 5 times on one foot always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 5 times always landing on the balls of the same foot. Alternate feet. With a jump rope, each learner skips 10 times always landing on the balls of both feet. In groups of three, two holding each end of the rope, a learner jumps continuously a	What have we learnt today?  Use answers to summarise the lesson.

	and to prevent injuries	forward-turning rope 10 times after which they change roles. In groups of three, two holding each end of the rope, a learner jumps continuously a backward-turning rope 10 time after which they change roles. In groups of three a learner jumps continuously, a forward and backward-turning rope 10 times. Alternate roles. End lesson with cool down activities.	
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B3. 1.1.1.1:		
<b>Content standard (code)</b>	B3. 1.1.1.		
<b>Performance Indicator</b>	Learners can narrate the creation stories of the three main religions of Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners narrate the creation story of each religion  As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.  Assessment: let learners narrate the creation stories of the three main religions of Ghana.	What have we learnt today?  As project work, let learners create things from corn husk and cob, palm fronds, clay, pebbles, etc.

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Rhymes Poems Listening and Story Telling	
<b>Indicator (code)</b>	B3.1.2.1.2	B3.1.3.1.1. B3.1.4.1.1.	
<b>Content standard (code)</b>	B3.1.2.1.	B3.1.3.1. B3.1.4.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should produce own rhyming words</li> <li>Learners should explore poems and note the words and discuss what the poem is about</li> <li>Learners should mention some of the key words in a story.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> <li>Let learners sing a popular work song they know.</li> <li>Write your own rhyme and read it to the learners.</li> <li>Lead learners to read the rhyme in turns.</li> </ul>	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> <li>Discuss the skills involved in writing a rhyme with learners.</li> <li>Encourage learners to produce their own rhyming words.</li> </ul> <p>Assessment: let learners write own rhyming words</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Explore poems to learners.</li> <li>As you read the poem, allow them to note words in the poem.</li> <li>Let learners explore poems and take note of the words.</li> <li>Lead learners to explore the poem with gestures.</li> <li>Let learners tell what the poem is about</li> </ul> <p>Assessment: let learners describe what the poem is about</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 occupational songs with learners.</li> <li>Tell/show an interesting story.</li> <li>Discuss the story with learners.</li> <li>Help learners to mention some of the key words in the story.</li> </ul> <p>Assessment: let learners mention some of the key words in a story.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

Vetted by : ..... Signature: ..... Date : .....

**TERM ONE**  
**BASIC THREE**  
**WEEK 3**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Rhymes B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B3.1.2.1.1	B3.2.3.1.1	B3.4.3.1.1.	B3.5.2.1.1.	B3.6.1.1.1
<b>Content standard (code)</b>	B3.1.2.1.	B3.2.3.1.	B3.4.3.1.	B3.5.2.1.	B3.6.1.1
<b>Performance Indicator</b>	A. Learners can compose short rhymes and tongue-twisters and recite them B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.				

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>Revise some previously taught rhymes.</li> <li>Present the new rhymes and perform them as learners listen and observe.</li> <li>Read through the lines meaningfully with learners.</li> <li>Let learners read through the lines in groups and individually on their own.</li> <li>Focus on rhyming words by helping learners to identify them.</li> <li>Put learners in convenient groups. Assign them a rhyme and task them to compose a parallel one.</li> <li>Have groups recite their rhymes with the class.</li> </ul> <p>Assessment: let learners compose short rhymes and tongue-twisters and recite them</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></p> <ul style="list-style-type: none"> <li>Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>Have learners build on these rhyming endings and read out the words to their group members.</li> <li>Have learners form sentences with these rhyming words.</li> </ul> <p>Assessment: let learners form sentences with these rhyming 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>Let learners play the alphabet sound game.</li> <li>Dictate words and simple sentences for learners to write</li> </ul> <p>Assessment: let learners use letter-sound relationships to represent most letters in words correctly</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> <ul style="list-style-type: none"> <li>Revise the use of the full stop (.)</li> <li>Provide a short passage of about four sentences.</li> <li>Pair learners place a full stop at the end of each sentence.</li> <li>Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</li> <li>Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul> <p>Assessment: let learners use full stops in initials and abbreviations</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>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>Using the Author's chair, introduce the reading/library time.</li> <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>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>					
<b>Day :</b>		<b>Date :</b>					
<b>Period :</b>		<b>Lesson :</b>					
<b>Strand : NUMBER</b>		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality					
<b>Indicator (code)</b>	B3.1.1.1.2						
<b>Content standard (code)</b>	B3.1.1.1.						
<b>Performance Indicator</b>	Learners can identify numbers in different positions around a given number in a number chart						
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
<b>Keywords</b>							
<b>T. L .R. (s)</b>		Counters					
<b>Ref:</b>	Mathematics curriculum Page						
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>				
Monday	Sing songs like:  I'm counting one, what is one	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.	Review the lesson with Learners				
		<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1204</td> <td>1204</td> <td>1204</td> <td>1204</td> </tr> </table>	1204	1204	1204	1204	
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Assessment: have learners to practice with more examples																							
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </table>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	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>Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc.</p> <table border="1"> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </table>	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
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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.	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc. <table border="1" data-bbox="460 445 1111 692"> <tbody> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </tbody> </table> Assessment: have learners to practice with more examples	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
1204	1204	1204	1204																				
253	253	253	253																				
4615	4615	4615	4615																				
6320	6320	6320	6320																				
910	910	910	910																				
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Display a number chart with numbers between 0 and 10,000 and have learners identify numbers in different positions around a given number. Put learners in convenient groups and give each group a number grid and have them identify numbers in different positions around a chosen number. For example, choose 34 and identify numbers above, below, to the right or to the left etc. <table border="1" data-bbox="460 1163 1111 1431"> <tbody> <tr><td>1204</td><td>1204</td><td>1204</td><td>1204</td></tr> <tr><td>253</td><td>253</td><td>253</td><td>253</td></tr> <tr><td>4615</td><td>4615</td><td>4615</td><td>4615</td></tr> <tr><td>6320</td><td>6320</td><td>6320</td><td>6320</td></tr> <tr><td>910</td><td>910</td><td>910</td><td>910</td></tr> </tbody> </table> Assessment: have learners to practice with more examples	1204	1204	1204	1204	253	253	253	253	4615	4615	4615	4615	6320	6320	6320	6320	910	910	910	910	Review the lesson with Learners
1204	1204	1204	1204																				
253	253	253	253																				
4615	4615	4615	4615																				
6320	6320	6320	6320																				
910	910	910	910																				

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : MATERIALS</b>	
<b>Indicator (code)</b>	B3.1.2.1.2		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate an understanding that an object is made of one or more materials		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>Provide materials such as glass, plastics, wood, metals etc.</li> <li>Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>Engage learners to give examples of objects and the materials used to make them.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display objects such as computer, football, clothes, mobile phone, pencils etc.</li> <li>• Provide materials such as glass, plastics, wood, metals etc.</li> <li>• Assist learners to identify that an object such as computer is made up of materials such as plastics, glass and metals.</li> <li>• Engage learners to give examples of objects and the materials used to make them.</li> <li>• Do more activities with learners to build the concepts of objects and materials.</li> </ul> <p>Assessment: let learners give examples of objects and the materials used to make them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p> <p>task learners to find out some different cyclic events from their homes</p> <p>This should include day and night, wet and dry seasons, going to school, Independence Day celebrations, cultivation of crops [e.g. maize] and others).</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> VISUAL ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 1.2.2.1		
<b>Content standard (code)</b>	B3 1.2.2.		
<b>Performance Indicator</b>	Learners can plan own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>❑ examine the history and culture of the people from other countries in Africa(beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority) as a guide;</li> <li>❑ talk about artworks produced/Performed in Africa (e.g. masks, beads sculptures, paintings, pottery wares, woven baskets and leather products);</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p><input checked="" type="checkbox"/> identify and experiment with the tools, materials and methods of production the artists use</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>organise and develop ideas by sketching own creative ideas and concepts to make own visual artworks such as painting; collage; mosaic; montage, prints, patterns, letter collé, greeting cards, posters, cast, carved and modelled works, knitted, stitched, constructed, quilled (origami) and assembled stabiles, etc.</p> <p>Assessment: let learners write plan to make own artworks that represent visual artworks produced or found in other communities in Africa, by making decisions on the tools, materials and methods the visual artists used to create artworks that reflect the people, their history and their way of life in those areas in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> My Country Ghana		<b>Sub-strand :</b> The People of Ghana	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can discuss the origins of the major ethnic groups in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Where did the major ethnic	Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing).  Assessment: let learners mention the names of the major ethnic groups and where they originated	What have we learnt today?  Ask learners to summarize the main points in the lesson

	groups originate?		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Where did the major ethnic groups originate?</p>	<p>Compose a song with names of the major ethnic groups and where they originated (In the special schools, resource persons should assist the hearing impaired to sing).</p> <p>Assessment: let learners mention the names of the major ethnic groups and where they originated</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Myself	
<b>Indicator (code)</b>	B3.1.2.1.1.		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can explain ways of promoting personal hygiene and safety as a responsible citizen		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about things they need to promote personal hygiene: water, soap, tooth brush and tooth paste, nail cutter, etc. Learners talk about things they do to show personal hygiene, through think-pair-share, e.g. bathing twice a day, brushing of the teeth, at least twice daily, washing of clothes regularly, washing of hands regularly, etc.  Assessment: Let learners explain ways of promoting personal hygiene and safety as 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 draw items used in keeping our bodies clean. Learners sing and tell stories about the importance of keeping personal hygiene  Assessment: Let learners mention the importance of keeping personal hygiene	What have we learnt today?  Ask learners to summarize the main points in the lesson
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3. 1.1.1.3:		
<b>Content standard (code)</b>	B3. 1.1.1.		
<b>Performance Indicator</b>	Learners can Jump continuously a self forward turning rope in a circle (skipping with rope).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	Take learners through 5 minutes jogging to warm the body up. Guide learners to pick their skipping ropes and find self-space. Hold the handle of the skipping rope side by side with the two hands with the middle of the rope on the ground or slightly above. Hop over it and swing the rope clockwise to turn round the body in circle as they continue series of step-hops starting with double take-off. Advance should progress to single step-hops and change clockwise rope movement to anti-clockwise. Allow learners to progress at their	What have we learnt today?  Use answers to summarise the lesson.

NANA FIFI ACQUAH

	and to prevent injuries	own pace. Give corrective feedback for skill improvement. End the lesson with cool down activities.	
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Vetted by : ..... Signature: ..... Date : .....

NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B3. 1.1.1.1:		
<b>Content standard (code)</b>	B3. 1.1.1.		
<b>Performance Indicator</b>	Learners can Narrate the creation stories of the three main religions of Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through group activities, let learners talk about things they can also create out of God's creation  Assessment: let learners mention things they can also create out of God's creation	What have we learnt today?  Ask learners to summarize the main points in the lesson

Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Listening and Story Telling Dramatisation and Role Play	
<b>Indicator (code)</b>	B3.1.4.1.2.	B3.1.4.1.3	B3.1.5.1.1
<b>Content standard (code)</b>	B3.1.4.1.	B3.1.4.1.	B3.1.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should mention issues and morals in a story.</li> <li>Learners should dramatise the story.</li> <li>Learners should give details of characters and costumes for a drama</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Manila cards, markers, recorded audios visual	
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	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>Tell/show an interesting story.</li> <li>Discuss the setting of the story with learners.</li> <li>Help learners to mention issues and morals in the stories</li> </ul>	What have we learnt today?

		Assessment: let learners mention issues and morals in a story	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners demonstrate an occasional greeting in pairs.</li> <li>Lead learners to sing a popular traditional song.</li> <li>Tell/play an interesting story.</li> <li>Discuss the story with learners.</li> <li>Assign roles to learners.</li> <li>Direct learners to dramatise the story.</li> </ul> <p>Assessment: let learners dramatise the story</p>	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>Lead learners to sing a song.</li> <li>Tell or read an interesting story to learners.</li> <li>Discuss the story with learners and assign roles to them.</li> <li>Direct learners to role play the story.</li> <li>Lead learners to discuss details of characters and costumes for the drama.</li> </ul> <p>Assessment: let learners give details of characters and costumes for a drama</p>	What have we learnt today?  Review the lesson with learners

Vetted by : ..... Signature: ..... Date : .....

**TERM ONE**  
**BASIC THREE**  
**WEEK 4**

NANA FIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>
<b>Day :</b>		<b>Date :</b>
<b>Period :</b>		<b>Lesson :</b>
<b>Strand :</b> A. Oral Language B. Reading C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Story Telling B. Word Families-Rhyming Endings and Common Digraphs C. Writing /Copying Letters – Small and Capital D. Using Punctuation E. Building the Love and Culture of Reading
<b>Indicator (code)</b>	B3.1.4.1.1.	
<b>Content standard (code)</b>	B3.1.4.1.	
<b>Performance Indicator</b>	A. Learners can respond to and ask questions based on stories heard B. Learners can use common rhyming/endings words for decoding of words C. Learners can use letter-sound relationships to represent most letters in words correctly D. Learners can use full stops in initials and abbreviations E. Learners can read a variety of age and level-appropriate books and summarise them	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.		
<b>Keywords</b>		
<b>T. L .R. (s)</b>	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A. ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Select a suitable story to tell or read to the class. e.g. Ananse and the family.</li> <li>• Let learners tell their favourite parts of the story.</li> <li>• Have learners respond to the story by asking and answering relevant questions to enhance comprehension.</li> </ul> <p>Assessment: let learners respond to questions based on stories heard</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></p> <ul style="list-style-type: none"> <li>• Introduce learners to simple word formation by changing the beginning letter. e.g. pin, sin, fin</li> <li>• Have learners build on these rhyming endings and read out the words to their group members.</li> </ul> <p>Assessment: let learners form sentences with these rhyming 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>• Let learners play the alphabet sound game.</li> <li>• Dictate words and simple sentences for learners to write</li> </ul> <p>Assessment: Dictate words and simple sentences for learners to write</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> <ul style="list-style-type: none"> <li>• Revise the use of the full stop (.)</li> <li>• Provide a short passage of about four sentences.</li> <li>• Pair learners place a full stop at the end of each sentence.</li> <li>• Introduce full stops in initials and abbreviations. e.g. Mr. Badu - Mister Badu, A. O. Boateng – Adom Opoku Boateng</li> <li>• Provide opportunities for learners to practise using full stops in initials of their names, and abbreviations.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

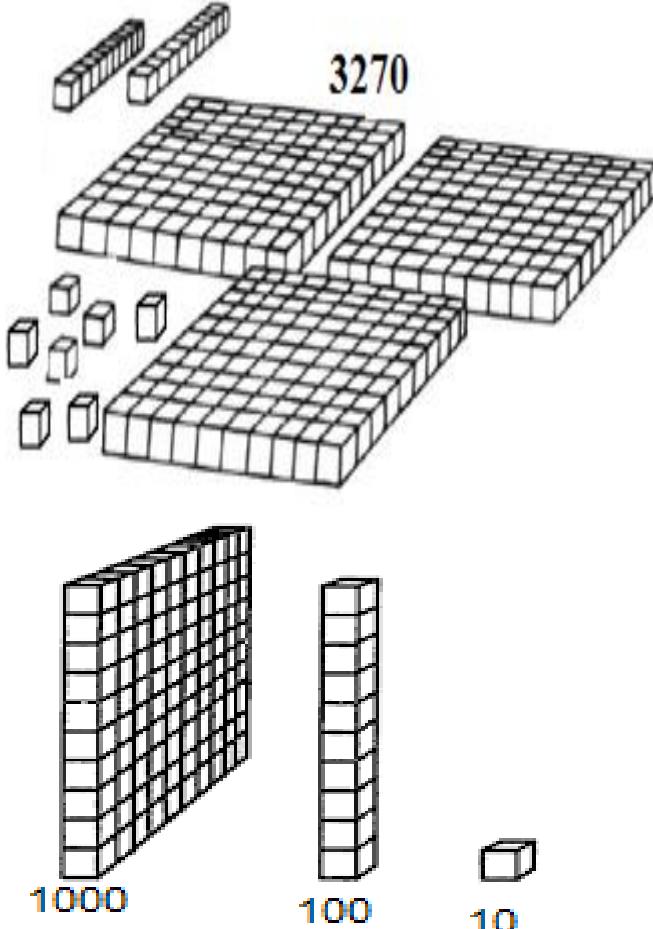
		Assessment: let learners use full stops in initials and abbreviations	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.EXTENSIVE READING</b></p> <p>Use the Author's chair to introduce the reading/ library time.</p> <ul style="list-style-type: none"> <li>• Using the Author's chair,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

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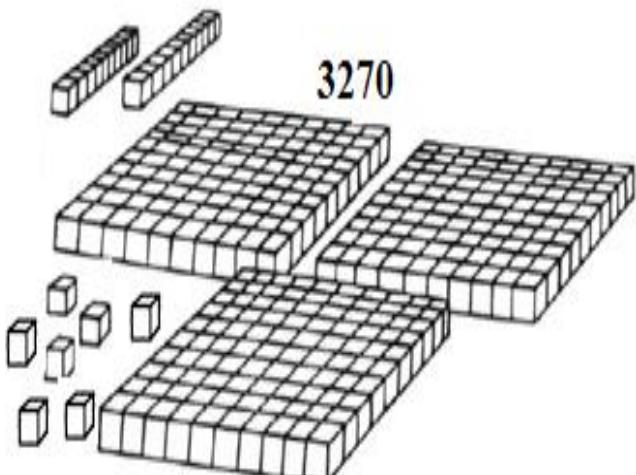
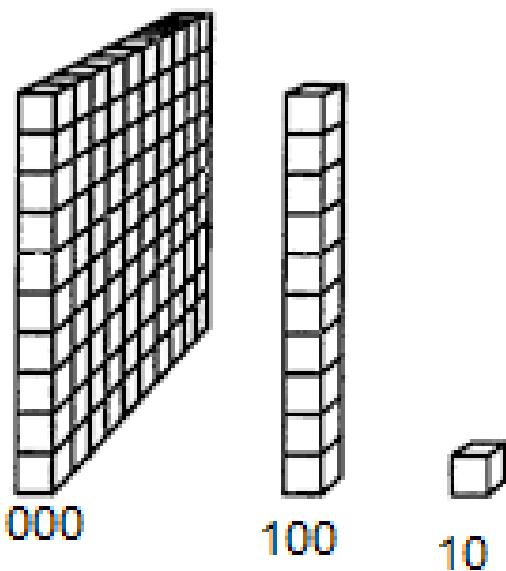
SUBJECT: MATHEMATICS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : NUMBER</b>		<b>Sub-strand : Counting, Representation, Cardinality &amp; Ordinality</b>	
<b>Indicator (code)</b>	B3.1.1.1.3		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can describe numbers and the relationship between numbers from 0 to 10,000 in equivalent ways using the place value concept.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Monday	Sing songs like:	Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:	Review the lesson with Learners

	<p>I'm counting one, what is one</p>	<ul style="list-style-type: none"> <li>- explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</li> <li>- explaining why the value of a digit depends upon its placement within a numeral.</li> </ul> <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 3270 with the appropriate materials</p> 	
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		Assessment: have learners to practice with more examples	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Demonstrate a conceptual understanding of place value of whole numbers between 100 and 10,000 by:</p> <ul style="list-style-type: none"> <li>- explaining and showing - with bundles of hundreds, tens and ones - the meaning of each digit in a given 3-digit number (when the three digits are different, as well as when two or more of the digits are the same) and representing the number in a hundreds frame</li> <li>- explaining why the value of a digit depends upon its placement within a numeral.</li> </ul> <p>using other possible representations of place value which include manipulatives such as threaded 100s, 10s, and loose bottle caps; and multi-base ten material (units, flats and squares)</p> <p>Ask pupils to model number quantities up to 10,000 using square grid paper or multi-base materials. For instance, with multi-base block, a cube = 1 unit; a rod = 10; a flat = 100 and a block = 1000; learners model 327 with the appropriate materials</p>	Review the lesson with Learners

		 	
		<p>Assessment: have learners to practice with more examples</p>	
Wednesday	<p>Sing songs like: I'm counting one, what is one.</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like: I'm counting</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

	one, what is one		
Friday	<p>Sing songs like: I'm counting one, what is one</p>	<p>Decompose numbers up to 1000 into 100s, 10s, and 1s expressions (e.g.: <math>5000 = 1000 + 1000 + 1000 + 1000 + 1000</math> or <math>4036 = 4000 + 30 + 6</math>; etc.)</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B3.2.1.1.1		
<b>Content standard (code)</b>	B3.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some cyclic events like day and night, wet and dry seasons and their intervals/periods		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners mention the importance of some cyclic events.</li> <li>Guide learners to identify some activities associated with each event.</li> </ul> Assessment: let learners describe some cyclic events like day and night and their intervals/periods	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs	Learners draw any of the cycles e.g. day and night, wet and dry seasons, etc	What have we learnt today?

	and recite familiar rhymes	Assessment: let learners describe some cyclic events like, wet and dry seasons and their intervals/periods	Ask learners to summarize the important points of the lesson
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NANA FIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PERFORMING ARTS		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B3 2.2.2.1		
<b>Content standard (code)</b>	B3 2.2.2.		
<b>Performance Indicator</b>	Learners can plan own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ② organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the: ② talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>symbols of authority, politics) of people from other parts of Africa;</p> <p>❑ experiment with compositions produced/Performed in 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);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>❑ organise and develop concepts from memory to come out with own creative ideas to compose own music, dance and drama based on knowledge and understanding of the:</p> <p>❑ talk about the history and culture (e.g. beliefs, customs, religion, festivals, rites of passage, chieftaincy, symbols of authority, politics) of people from other parts of Africa;</p> <p>❑ experiment with compositions produced/Performed in 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);</p> <p>Assessment: let learners write plan to make own artworks that represent performing artworks produced or performed in other communities in Africa, by making decisions on the instruments, resources and techniques used by the performing artists for creating artworks that reflect the people, their history and their culture in those areas of Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

SUBJECT: HISTORY

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : My Country Ghana</b>		<b>Sub-strand : The People of Ghana</b>	
<b>Indicator (code)</b>		B3.2.1.1.1	
<b>Content standard (code)</b>		B3.2.1.1.	
<b>Performance Indicator</b>		Learners can discuss the origins of the major ethnic groups in Ghana.	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1: Starter (preparing the brain for learning)</b>	<b>Phase 2: Main (new learning including assessment)</b>	<b>Phase 3: Plenary / Reflections</b>
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why did they move to their present locations?	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)  Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	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	Draw a map to locate the migratory routes of the ethnic groups. (This can also be done on a manila card.)	What have we learnt today?  Ask learners to summarize the main points in the lesson

	Why did they move to their present locations?	Assessment: let learners draw a map to locate the migratory routes of the ethnic groups on a manila card	
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NANA FIFI ACQUAH SCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> My Family and the Community	
<b>Indicator (code)</b>	B3.1.3.1. 1.		
<b>Content standard (code)</b>	B3.1.3.1.		
<b>Performance Indicator</b>	Learners can explain factors that promote good relationships at home, school and community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about good relationship. In groups, guide learners to talk about things that promote good relationship, e.g. comportment, respect, love, obedience, humility, friendliness, honesty.  Learners role play behaviours that show good relations  Assessment: Let learners explain factors that promote good relationships at home, school and 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	In groups, learners talk about the need to promote good relationship e.g. it promotes, peace, unity, development, friendliness  Assessment: Let learners explain the need to promote good relationship	What have we learnt today?  Ask learners to summarize the main points in the lesson
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NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B3.1.1.4:		
<b>Content standard (code)</b>	B3.1.1.1.		
<b>Performance Indicator</b>	Learners can Demonstrate the difference between a jog and a run, a hop and a jump, and a gallop and a slide.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learner demonstrate jogging and running and compare their similarities and differences. Do same for other hop and jump as well as gallop and slide. Demonstrate to confirm the similarities and differences.	What have we learnt today?  Use answers to summarise the lesson.

NANA FIFI ACQUAH

	prevent injuries		
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NANA FIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B3.1.2.1.1		
<b>Content standard (code)</b>	B3.1.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate ways to care for the environment.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Use questions and answers for learners to explain the environment. <ul style="list-style-type: none"> <li>Using Think-Pair-Share, let learners talk about ways of caring for the environment through: tree planting, proper disposal of waste, legal mining, clean-up exercises, avoiding environmental pollution, etc.</li> </ul> Assessment: let learners mention ways to care for the environment	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: THREE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonological and Phonemic Awareness	
<b>Indicator (code)</b>	B3.2.3.1.1      B3.2.3.1.2		
<b>Content standard (code)</b>	B3.2.3.1.      B3.2.3.1		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise and separate syllables</li> <li>Learners should add individual sounds in simple one-syllable words to make up new words</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice syllable recognition and separation with learners on the board.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>Allow learners to apply the knowledge to recognise and separate syllables in words</li> </ul> <p>Assessment: let learners identify and separate syllables in words</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice adding individual sounds to one syllabic words.</li> <li>Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat</li> </ul> <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</p>	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>Lead learners to say the letters of the alphabet as a group.</li> <li>Call learners to say the letters of the alphabet in turns.</li> <li>Practice adding individual sounds to one syllabic words.</li> <li>Encourage learners to add sounds to one-syllabic words to form new words on their own. E.g. /ba/ + /g/ = bag /ba/ + /t/ = bat</li> </ul> <p>Assessment: let learners add individual sounds in simple one-syllable words to make up new words</p>	What have we learnt today?  Review the lesson with learners

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