# MY QUEEN SAMPLE TERM ONE RECOVERY LESSON PLAN BASIC SIX ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 – 12 DISCLAIMER: THE GRANDMOTHER / GRANDFATHER / GODFATHER / MY QUEEN TEAM, HAS NOT AUTHORIZE ANY INDIVIDUAL OR CORPORATE ENTITY TO SELL OUR WORKS / DOCUMENTS / FILES WHETHER IN SOFTCOPY OR HARDCOPY.

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# TERM ONE BASIC SIX ANNUAL SCHEME OF LEARNING TERMLY SCHEME OF LEARNING WEEK 1 - 12

WANAFIFICULATION

## **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	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting		
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
2	Songs	Songs	Poems
	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting	cO-	
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
3	Poems	Poems	Dramatisation and Role Play
	Word Families	Word Families	Comprehension
	Determiners	Determiners	Determiners
	Paragraph Development	Paragraph Development	Writing as a Process
	Using Punctuation	Using Action Words	Using Action Words
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Blends and Consonant Clusters	Comprehension
	Determiners	Verbs	Verbs
	Paragraph Development	Paragraph Development	Writing as a Process
	Using Punctuation	Using Action Words	Using Action Words

•/ (1 •/ ( 1	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Conversation
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Pronouns	Verbs	Verbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role Play	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Pronouns	Adverbs	Prepositions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Listening Comprehension	Listening Comprehension
	Vocabulary	Comprehension	Silent Reading
	Adjectives	Idiomatic Expressions	Adjective Phrases
	Narrative Writing	Narrative Writing	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adverbs	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
8	Listening Comprehension	Asking and Answering	Presentation
		Questions	

	Vocabulary	Comprehension	Fluency
	Adjectives	Idiomatic Expressions	Adjective Phrases
	Narrative Writing	Narrative Writing	Expository /Informative Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adverbs	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
0			
9	Asking and Answering	Giving and Following	Presentation
	Question	Commands	
	Comprehension	Comprehension	Fluency
	Verbs	Conjunctions	Adverb Phrases
	Creative/Free Writing	Creative/Free Writing	Expository /Informative Writing
	Using Action Words	Using Simple Prepositions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
10	Giving and Following	Presentation	Presentation
	Commands		
	Comprehension	Silent Reading	Summarizing
	Verbs	Conjunctions	Adverb Phrases
	Creative/Free Writing	Creative/Free Writing	Letter Writing
	Using Action Words	Using Simple Prepositions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
11	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarizing
	Verbs	Modals	Direct and Reported Speech
	Descriptive Writing	Argumentative/Persuasive	Letter Writing
		Writing	
	Using Action Words	Using Conjunctions	Spelling

	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
12	Presentation	Presentation	Presentation
	Comprehension	Fluency	Summarizing
	Verbs	Modals	Direct and Reported Speech
	Descriptive Writing	Argumentative/Persuasive	Letter Writing
		Writing	
	Using Action Words	Using Conjunctions	Spelling
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
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/etted	by :	Signature:	Date :

### COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Generation of computers and	Generation of computers and	Generation of computers and
	parts of a computer and other	parts of a computer and other	parts of a computer and other
	gadgets	gadgets	gadgets
2	Introduction to MS-Windows	Introduction to MS-Windows	Introduction to MS-Windows
	Interface (Desktop Background	Interface (Desktop Background	Interface (Desktop Background
	and locations of the computer.)	and locations of the computer.)	and locations of the computer.)
3	Data, sources and usage	Data, sources and usage	Data, sources and usage
4	Technology in the community (communication)	Technology in the community	Technology in the community
		INTRODUCTION TO MS-	INTRODUCTION TO MS-
		POWERPOINT	POWERPOINT
		I INTRODUCTION TO MS-	I INTRODUCTION TO MS-
		POWERPOINT	POWERPOINT
5	Introduction to MS-PowerPoint	INTRODUCTION TO	INTRODUCTION TO
	(Tabs and ribbons of MS-	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	PowerPoint)	PROGRAMMING. LANGUAGES	PROGRAMMING. LANGUAGES
	Introduction to Word		
	Processing (Tabs and ribbons of		
	word processing)		
6	Introduction to databases,	INTRODUCTION TO	INTRODUCTION TO
	algorithm and programming.	ELECTRONIC SPREADSHEET	ELECTRONIC SPREADSHEET
7	Introduction to Electronic	NETWORK OVERVIEW	NETWORK OVERVIEW
	Spreadsheet		
		WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
		PAGES	PAGES

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		1	
8	Network Overview	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
		WEB	WEB
	Web browsers and Web Pages		
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
			USING ONLINE FORMS
			CUSTOMIZING YOUR BROWSER
9	Surfing the world wide web	USING ONLINE FORMS	ELECTRONIC EMAIL
			3
	Favourite places and Search	X	
	engine		
10	Using Online Forms	CUSTOMIZING YOUR BROWSER	INTERNET OF THINGS (IOT)
		<u> </u>	INTERNET ETIQUETTE
11	Customising your browser	ELECTRONIC EMAIL	DIGITAL LITERACY
12	Electronic Email	INTERNET OF THINGS (IOT)	HEALTH AND SAFETY IN USING
	X	DIGITAL LITERACY	ICT TOOLS
		INTERNET ETIQUETTE	
		•	

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

### SCIENCE

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

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### OWOP

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

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### MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB	TERM 3 (SUB STRANDS)
		STRANDS)	
1	Counting, Representation,	Number	Variables and Equations
	Cardinality & Ordinality	Operations	
2	Counting, Representation,	Number	Geometric Reasoning
	Cardinality & Ordinality	Operations, Fractions	
3	Counting, Representation,	Fractions	Geometric Reasoning
	Cardinality & Ordinality		
4	Counting, Representation,	Fractions	Data Collection
	Cardinality & Ordinality	5	
5	Counting, Representation,	Fractions	Data Collection, Organization,
	Cardinality & Ordinality		Presentation, Interpretation and Analysis
6	Counting, Representation,	<b>Ratios and Proportion</b>	Data Collection, Organization,
	Cardinality & Ordinality		Presentation, Interpretation and
			Analysis
7	Counting, Representation,	Ratios and Proportion	Chance or Probability
	Cardinality & Ordinality		
8	Number Operations		Chance or Probability
9	Number Operations	Ratios and Proportion	Chance or Probability
10	Number Operations	Ratios and	Chance or Probability
		Proportion,	
		Pattern and	
		Relationships	
11	Number Operations	Pattern and	Chance or Probability
		Relationships	
12	Number Operations	Pattern and	Chance or Probability
		Relationships	

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### RME

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	God the Creator	Festivals in the	Commitment to the God
		Three Major	
		Religions	
2	God the Creator	Festivals in the	Commitment to the God
		Three Major	
		Religions	
3	The Environment	Festivals in the Three Major	Authority and Obedience
		Religions	
4	The Environment	Festivals in the Three Major	Authority and Obedience
		Religions	
5	The Environment	The Latter Lives of Leaders	Authority and Obedience
		of the Three Major	
		Religions in Ghana	
6	The Environment	The Latter Lives of Leaders	Authority and Obedience
		of the Three Major	
		Religions in Ghana	
7	Religious Worship in the Three	The Latter Lives of Leaders	Roles, Relationships in the Family
	Major Religions in Ghana	of the Three Major	and Character Formation
		Religions in Ghana	
8	Religious Worship in the Three	The Latter Lives of Leaders	Roles, Relationships in the Family
	Major Religions in Ghana	of the Three Major	and Character Formation
		Religions in Ghana	
9	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation
10	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation

11	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation
12	Festivals in the Three Major	Commitment to the God	Roles, Relationships in the Family
	Religions		and Character Formation

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Signature: ..... Date : .....

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### HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB
			STRANDS)
1	Impact of European Presence	Ghana Gains Independence	The Republics
2	Impact of European Presence	Ghana Gains Independence	The Republics
3	Impact of European Presence	Ghana Gains Independence	The Republics
4	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
5	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
6	Political Developments Under Colonial Rule	Ghana Gains Independence	Military Rule
7	Formation of Political Parties	Ghana Gains Independence	The Republics
8	Formation of Political Parties	Ghana Gains Independence	The Republics
9	Formation of Political Parties	The Republics	The Republics
10	Formation of Political Parties	The Republics	The Republics
11	Formation of Political Parties	The Republics	The Republics
12	Formation of Political Parties	The Republics	The Republics

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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	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Visual Arts)	(Visual Arts)	(Visual Arts)
2	Thinking and exploring	Thinking and Exploring Ideas	Thinking and Exploring Ideas
	(Performing Arts)	(Performing Arts)	(Performing Arts)
3	Thinking and Exploring Ideas	Thinking and Exploring Ideas	Planning, Making and
	(Visual Arts)	(Performing Arts)	Composing (Performing Arts)
4	Planning, Making and	Planning, Making and	Displaying and Sharing
	Composing	Composing (Performing Arts)	(Performing Arts)
	(Performing Arts)		
5	Planning, Making and	Displaying and Sharing (Visual	Displaying and Sharing (Visual
	Composing	Arts)	Arts)
	(Visual Arts)	N.	
6	Planning, Making and	Displaying and Sharing	Appreciating and Appraising
	Composing (Performing Arts)	(Performing Arts)	(Performing Arts)
7	Displaying and Sharing (Visual	Appreciating and Appraising	Appreciating and Appraising
	Arts)	(Visual Arts)	(Visual Arts)
8	Displaying and Sharing	Appreciating and Appraising	Thinking and Exploring Ideas
	(Performing Arts)	(Performing Arts)	(Performing Arts)
9	Displaying and Sharing /	Thinking and Exploring Ideas	Planning, Making and
	Appreciating and Appraising	(Visual and Performing Arts)	Composing (Visual and
	(Visual and Performing Arts)		Performing Arts)
10	Displaying and Sharing /	Planning, Making and	Displaying and Sharing (Visual
	Appreciating and Appraising	Composing (Visual and	and
	(Visual and Performing Arts)	Performing Arts)	Performing Arts)
11	Appreciating and	Displaying and Sharing (Visual	Appreciating and Appraising
		and Performing Arts)	(Visual and

	Appraising (Visual and		Performing Arts)
	Performing Arts)		
12	Appreciating and	Appreciating and Appraising	Thinking and Exploring Ideas
	Appraising (Visual and	(Performing Arts)	(Performing Arts)
	Performing Arts)		

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### GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS	Conversation	Giving and Following
			Commands/ Instructions
	Poems		
2	Poems	Talking about Oneself,	Presentation
		Family, People and Places /	
	Listening and Story Telling	Asking and Answering	$\sim$
		Questions	
	Dramatisation and Role Play		2
3	Phonics: Letter Sound	Comprehension	Fluency
	Knowledge		
4	vocabulary (Sight and content	Comprehension / Silent	Summarising
	vocabulary)	Reading	
5	Penmanship/Handwriting	Penmanship/	Informative/ Academic Writing
		Handwriting	
6	Narrative Writing	Descriptive Writing	Informative/ Academic Writing)
7	Creative/ Free Writing	Persuasive Writing	Literary Writing
	$\Theta_{\rm r}$		
8	Descriptive Writing	Argumentative Writing	Letter Writing
		B6	
9	Integrating Grammar in Written	Integrating Grammar in	Integrating Grammar in Written
	Language (Capitalization)	Written Language (Use of	Language (Use of simple and
		action words) / (Use of	compound sentences)
	Integrating Grammar in Written	qualifying words)	
	Language (Punctuation)		

10	Integrating Grammar in	Integrating Grammar in	Integrating Grammar in Written
	Written Language	Written Language (Use of	Language Integrating Grammar
	(Punctuation)	qualifying words) / (Use of	in Written Language (spelling)
		postpositions)	and (Conjunctions)
	Integrating Grammar in		
	Written Language (Use of		
	action words)		
11	Building the Love and Culture	Building the Love and Culture	Reading Texts, Poems Narratives
	of Reading in Learners	of Reading in Learners / Read	and Short Stories and
		Aloud with Children	Responding to them
12	Building the Love and Culture of	Reading Texts, Poems	Reading Texts, Poems Narratives
	Reading in Learners	Narratives and Short Stories	and Short Stories and
		and Responding to them	Responding to them

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

### PHYSICAL EDUCATION

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

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### B5 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALGEBRA	Algebraic Expressions	B5.2.3.1.	B5.2.3.1.1	Counters, bundle and
			B5.2.3.1.	B5.2.3.1.2	loose straws, Paper
					strips, Cut out cards
2	GEOMETRY AND	Lines and Shapes.	B5.3.1.1.	B5.3.1.1.1	
	MEASUREMENT	Measurement -perimeter,	B5.3.1.1.	B5.3.1.1.2	
		Area, Capacity/Volume and	B5.3.1.1.	B5.3.1.1.3	
		Angle			
3	GEOMETRY AND	Measurement	B5.3.2.1.	B5.3.2.1.1	Counters, bundle and
	MEASUREMENT		B5.3.2.1.	B5.3.2.1.2	loose straws, Paper
			B5.3.2.1.	B5.3.2.1.3	strips, Cut out cards
			C		
4	GEOMETRY AND	Measurement	B5.3.2.2.	B5.3.2.2.1	Counters, bundle and
	MEASUREMENT		B5.3.3.2.	B5.3.3.2.2	loose straws, Paper
			B5.3.2.2.	B5.3.2.2.3	strips, Cut out cards
5	GEOMETRY AND	Measurement - Angles	B5.3.3.2.	B5.3.3.2.4	Counters, bundle and
	MEASUREMENT		B5.3.3.3.	B5.3.3.3.1	loose straws, Paper
			B5.3.3.3.	B5.3.3.3.2	strips, Cut out cards
6	GEOMETRY AND	Geometric Reasoning	B5.3.4.1.	B5.3.4.1.1	Counters, bundle and
	MEASUREMENT		B5.3.4.2.	B5.3.4.2.2	loose straws, Paper
					strips, Cut out cards
7	Data	Interpretation and Analysis	B5.4.1.1.	B5.4.1.1.1	Counters, bundle and
		Data Collection,	B5.4.1.1.	B5.4.1.1.2	loose straws, Paper
		Organisation, Presentation,			strips, Cut out cards
8	Data	Interpretation and Analysis	B5.4.1.2.	B5.4.1.2.1	Counters, bundle and
		Data Collection,	B5.4.1.2.	B5.4.1.2.2	loose straws, Paper
		Organisation, Presentation,			strips, Cut out cards
1	Number	Counting, Representation,	B6.1.1.1.	B6.1.1.1.1	Counters, bundle and
	·	Cardinality & Ordinality			loose straws, Paper
					strips, Cut out cards
2	Number	Counting, Representation,	B6.1.1.1.	B6.1.1.1.2	Counters, bundle and
		Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.3	loose straws, Paper
					strips, Cut out cards
3	Number	Counting, Representation,	B6.1.1.1.	B6.1.1.1.4	Counters, bundle and
		Cardinality & Ordinality			loose straws, Paper
					strips, Cut out cards
4	Number	Counting, Representation,	B6.1.1.1.	B6.1.1.1.5	Counters, bundle and
		Cardinality & Ordinality			loose straws, Paper
					strips, Cut out cards

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#### B5 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters, documentary
2	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.3	A map of Ghana, Posters
3	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	A map of Ghana, Posters,
4	Journey to Independence	Early Protest Movements	B5.5.1.1.	B5.5.1.1.4	Posters,
5	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
6	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
7	Journey to Independence	The 1948 Riots And After	B5.5.3.1.	B5.5.3.1.1	A map of Ghana, Posters, documentary
8	Journey to Independence	The 1948 Riots And After	B4.5.3.1.	B4.5.3.1.2	A map of Ghana, Posters, documentary
1	Europeans in Ghana	Impact of European Presence	B6.3.4.1.	B6.3.4.1.1	A map of Ghana, Posters, documentary
2	Europeans in Ghana	Impact of European Presence	B6.3.4.1	B6.3.4.1.1	A map of Ghana, Posters, documentary
3	Europeans in Ghana	Impact of European Presence	B6.3.4.1.	B6.3.4.1.1	Posters,
4	Colonisation and Developments under Colonial Rule in Ghana	Political Developments Under Colonial Rule	B6.4.4.1.	B6.4.4.1.1	A map of Ghana, Posters, documentary

Vetted by :....

### Termly Scheme of Learning (SOL) for B5 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B5.4.2.1.	B5.4.2.1.1	Plants and animals in the environment, plastics,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B5.4.3.1.	B5.4.3.1.1	stones, pictures videos paper,
3	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B5.5.1.1.	B5.5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B5.5.1.2.	B5.5.1.2.1	paper
5	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B5.5.1.2.	B5.5.1.2.2	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B5.5.2.1.	B5.5.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos
7	HUMANS AND THE ENVIRONMENT	DISEASES	B5.5.2.1.	B5.5.2.1.2	paper
8	HUMANS AND THE ENVIRONMENT	SCIENCE AND INDUSTRY	B5.5.3.1.	B5.5.3.1.1	
1	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B6.1.2.1.	B6.1.2.1.1	Plants and animals in the environment, plastics,
4	DIVERSITY OF MATTER	EARTH SCIENCE	B6.2.1.1.	B6.2.1.1.1	stones, pictures videos paper

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Termly Scheme of Learning (SOL) for B5 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and	The Family and	B5.4.1.1.	B5.4.1.1.1	wall charts, wall
	Commitment	Commitment			words, posters, video
					clip, etc
2	The Family and	The Family and	B5. 4.1.1.	B5. 4.1.1.1	wall charts, wall
	Commitment	Commitment			words, posters, video
					clip, etc
3	The Family and	The Family and	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall
	Commitment	Commitment			words, posters, video
					clip, etc
4	The Family and	The Family and	B5. 4.1.1.	B5. 4.1.1.2	wall charts, wall
	Commitment	Commitment			words, posters, video
					clip, etc
5	The Family,	Authority and	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall
	Authority and	Obedience			words, posters, video
	Obedience		10.		clip, etc
6	The Family,	Authority and	B5.5.1.1.	B5.5.1.1.1:	wall charts, wall
	Authority and	Obedience			words, posters, video
	Obedience		5		clip, etc
7	The Family,	Authority and	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall
	Authority and	Obedience			words, posters, video
	Obedience				clip, etc
8	The Family,	Authority and	B5. 5.1.1.	B5. 5.1.1.2:	wall charts, wall
	Authority and	Obedience			words, posters, video
	Obedience				clip, etc
1	God, His Creation	God the Creator	B6. 1.1.1.	B6. 1.1.1.1	wall charts, wall
	and Attributes				words, posters, video
					clip, etc
2	God, His Creation	God the Creator	B6. 1.1.1.	B6. 1.1.1.1	wall charts, wall
	and Attributes				words, posters, video
					clip, etc
3	God, His Creation	The Environment	B6.1.2.1.	B6.1.2.1.1	wall charts, wall
	and Attributes				words, posters, video
					clip, etc
4	God, His Creation	The Environment	B6. 1.2.1.	B6. 1.2.1.1	wall charts, wall
	and Attributes				words, posters, video
					clip, etc

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Termly Scheme of Learning (SOL) for B5 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION	Being a Citizen	B5.4.1.3.	B5.4.1.3. 1	Pictures, Charts,
-	GHANA				Video Clip
2	OUR NATION	Authority and Power	B5.4.2.1.	B5.4.2.1.1.	Pictures, Charts,
	GHANA				Video Clip
3	OUR NATION	Authority and Power	B5.4.2.1.	B5.4.2.1.1.	Pictures, Charts,
	GHANA				Video Clip
4	OUR NATION	Authority and Power	B5.4.2.2.	B5.4.2.2 .1.	Pictures, Charts,
	GHANA				Video Clip
5	OUR NATION	Authority and Power	B5.4.2.2 .	B5.4.2.2 .1.	Pictures, Charts,
	GHANA				Video Clip
6	OUR NATION	Responsible Use of	B5.4.3.1.	B5.4.3.1.1.	Pictures, Charts,
	GHANA	Resources			Video Clip
7	OUR NATION	Farming in Ghana	B5.4.4.1.	B5.4.4.1.1.	Pictures, Charts,
	GHANA				Video Clip
8	MY GLOBAL	Our Neighbouring	B5.5.1.1.	B5.5.1.1.1	Pictures, Charts,
	COMMUNITY	Countries			Video Clip
1	ALL ABOUT US	Nature of God	B6.1.1.1	B6.1.1.1 .1	Pictures, Charts,
			<u>)</u> -		Video Clip
2	ALL AROUND US	Myself	B6.1.2.1.	B6.1.2.1. 1.	Pictures, Charts,
					Video Clip
3	ALL AROUND US	Myself	B6.1.2.1.	B6.1.2.1. 2	Pictures, Charts,
					Video Clip
4	ALL AROUND US	My Family and the	B6.1.3.1	B6.1.3.1.1.	Pictures, Charts,
		Community			Video Clip

### Termly Scheme of Learning (SOL) for B5 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Comprehension	B5.2.7.2.	B5.2.7.2.3	Word cards
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.2	sentence
	Usage At				cards, class
	Word				library
	Writing	Descriptive Writing	B5.4.12.1	B5.4.12.1.1	
	Using Writing	Using Adverbs	B5.5.6.1.	B5.5.6.1.1.	
	Conventions				
	Extensive	Building The Love And	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Culture Of Reading			
2	Oral Language	Asking and Answering	B5.1.8.2.	B5.1.8.2.1	Word cards
		Questions	B5.1.9.1.	B5.1.9.1.1	sentence
	Reading	Comprehension	B5.2.7.3.	B5.2.7.3.1	cards, class
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.3	library
	Usage At				
	Word				
	Writing	Persuasive/Argumentative Writing	B5.4.13.1.	B5.4.13.1.1	
	Using Writing Conventions	Using Adverbs	B5.5.6.1.	B5.5.6.1.1.	
	Extensive	Building The Love And	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Culture Of Reading	55.4.0.4	55 4 6 4 6	
3	Oral Language	Giving and Following	B5.1.9.1.	B5.1.9.1.2	Word cards
		Commands/	B5.1.10.1.	B5.1.10.1.1	sentence
		Instructions/Directions			cards, class
		and Making and			library
	Deading	Responding to Requests Silent Reading	B5.2.8.1.	B5.2.8.1.1	_
	Reading				_
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.4	
	Usage At Word				
	Writing	Persuasive/Argumentative	B5.4.13.2.	B5.4.13.2.2	-
	witting	Writing	DJ.4.15.2.	DJ.4.15.2.2	
	Using Writing	Using Simple Prepositions	B5.5.7.1.	B5.5.7.1.1	
		Using simple Prepositions	B3.3.7.1.	82.2.7.1.1	
	Conventions Extensive	Puilding The Love And	B5.6.1.1.	B5.6.1.1.1.	-
		Building The Love And Culture Of Reading	.1.1.0.Cd	1.1.1.0.50	
٨	Reading	-	DE 1 10 1	DE 1 10 1 2	Mord cards
4	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.2.	Word cards
	Deeding	Cilent Deedin -	B5.1.10.1.	B5.1.10.1.3	-
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.2	

NANA FIIFI A	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.5	sentence
	Usage At Word	Verbs	5.5.5.1.	5.5.5.1.5	cards, class library
	Writing	Persuasive/Argumentative Writing	B5.4.13.2.	B5.4.13.2.3	
	Using Writing Conventions	Using Simple Prepositions	B5.5.7.1.	B5.5.7.1.1	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
5	Oral Language	Presentation	B5.1.10.2. B5.1.10.2.	B5.1.10.2.1 B5.1.10.2.2.	Word cards sentence
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.3	cards, class
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.6	library
	Writing	Persuasive/Argumentative Writing	B5.4.13.2.	B5.4.13.2.4	_
	Using Writing Conventions	Using Conjunctions	B5.5.8.1.	B5.5.8.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
6	Oral Language	Presentation	B5.1.10.3.	B5.1.10.3.1	Word cards sentence
	Reading	Fluency	B5.2.9.1.	B5.2.9.1.1	cards, class
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.7	library
	Writing	Informative/Expository Writing	B5.4.14.1.	B5.4.14.1.1	-
	Using Writing Conventions	Using Conjunctions	B5.5.8.1.	B5.5.8.1.1.	-
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
7	Oral Language	Presentation	B5.1.10.3.	B5.1.10.3.2	Word cards
	Reading	Fluency	B5.2.9.1.	B5.2.9.1.2	sentence
	Grammar Usage At Word	Adverbs	B5.3.6.1.	B5.3.6.1.1	cards, class library
	Writing	Informative/Expository Writing	B5.4.14.2.	B5.4.14.2.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B5.5.9.1.	B5.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
8	Oral Language	Presentation	B5.1.10.3.	B5.1.10.3.3	Word cards

	Reading	Summarising	B5.2.10.1.	B5.2.10.1.1	sentence
	Grammar Usage At Word	Idiomatic Expressions	B5.3.7.1.	B5.3.7.1.1	cards, class library
	Writing	Letter Writing	B5.4.15.1.	B5.4.15.1.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B5.5.9.1.	B5.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
1	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	sentence cards, class library
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1	B6.5.1.1.1.	
	Extensive	Building the Love and	B6.6.1.1	B6.6.1.1.1.	
	Reading	Culture of Reading			
	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.1	
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	sentence cards, class library
2	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	
	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	Word cards
	Grammar Usage At Word	Determiners	B6. 3.2.1	B6. 3.2.1.1.	sentence cards, class library
3	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
	Using Writing Conventions	Using Punctuation	B6.5.2.1	B6.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1	B6.6.1.1.1.	
	Oral Language	Story Telling	B6.1.4.1.	B6.1.4.1.1	
4	Reading	Diphthongs	B6.2.3.1	B6.2.3.1.1.	Word cards

Grammar Usage At Word	Determiners	B6. 3.2.1.	B6. 3.2.1.2	sentence cards, class library
Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
Using Writin Conventions	5 5	B6.5.2.1	B6.5.2.1.1.	
Extensive	Building the Love and	B6.6.1.1.	B6.6.1.1.1.	
Reading	Culture of Reading			
Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	

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Termly Scheme of Learning (SOL) for B5 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	INTERNET AND	USING ONLINE FORMS	B5.6.5.1.	B5.6.5.1.1	Mouse, keyboard,
	SOCIAL MEDIA		B5.6.5.1.	B5.6.5.1.2	monitor, system unit
	SUB-STRAND		B5.6.5.1.	B5.6.5.1.3	and its components
2	INTERNET AND	CUSTOMIZING YOUR	B5.6.6.1.	B5.6.6.1.1	Images of clipboard,
	SOCIAL MEDIA	BROWSER	B5.6.6.1.	B5.6.6.1.2	slides, fonts,
	SUB-STRAND		B5.6.6.1.	B5.6.6.1.3	paragraph and
					editing in the ribbons
					under the home
					ribbons section 10
3	INTERNET AND	CUSTOMIZING YOUR	B5.6.6.1.	B5.6.6.1.4	Images of clipboard,
	SOCIAL MEDIA	BROWSER	B5.6.6.1.	B5.6.6.1.5	styles, fonts,
	SUB-STRAND		B5.6.6.1.	B5.6.6.1.6	paragraph and
4	INTERNET AND	ELECTRONIC EMAIL	B5.6.7.1.	B5.6.7.1.1.	Mouse, keyboard,
	SOCIAL MEDIA		B5.6.7.1.	B5.6.7.1.2	monitor, system unit
	SUB-STRAND				and its components
5	INTERNET AND	ELECTRONIC EMAIL	B5.6.7.1.	B5.6.7.1.3	Mouse, keyboard,
	SOCIAL MEDIA		B5.6.7.1.	B5.6.7.1.4	monitor, system unit
	SUB-STRAND				and its components
6	INTERNET AND	INTERNET OF THINGS (IOT)	B5.6.8.1.	B5.6.8.1.1	Mouse, keyboard,
	SOCIAL MEDIA		B5.6.8.1.	B5.6.8.1.2	monitor, system unit
	SUB-STRAND				and its components
7	INTERNET AND	INTERNET OF THINGS (IOT)	B5.6.8.1.	B5.6.8.1.3	Mouse, keyboard,
	SOCIAL MEDIA		B5.6.8.1.	B5.6.8.1.4	monitor, system unit
	SUB-STRAND				and its components
8	INTERNET AND	DIGITAL LITERACY	B5.6.4.9.1	B5.6.4.9.1.1.	Laptops, smart
	SOCIAL MEDIA		B5.6.4.9.1.	B5.6.4.9.1.2	phones
	SUB-STRAND				
1	Introduction to	Generation of computers	B6.1.1.1.	B6.1.1.1.1	Laptops,
	computing	and parts of a computer	B6.1.1.1.	B6.1.1.1.2	Images of clipboard,
		and other gadgets			styles, fonts,
					paragraph
2	Introduction to	Introduction to MS-	B6.1.2.1.	B6.1.2.1.1	Laptops,
	computing	Windows Interface	B6.1.2.1.	B6.1.2.1.2	
		(Desktop Background and	B6.1.2.1.	B6.1.2.1.3	
		locations of the computer.)	B6.1.2.1.	B6.1.2.1.4	
3	Introduction to	Data, sources and usage	B6.1.3.1.	B6.1.3.1.1	Laptops,
	computing		B6.1.3.1.	B6.1.3.1.2	
			B6.1.3.1.	B6.1.3.1.3	
			B6.1.3.1.	B6.1.3.1.4	

4	Introduction to	Technology in the	B6.1.4.1.	B6.1.4.1.1	Laptops,
	computing	community	B6.1.4.1.	B6.1.4.1.2	
		(communication)			

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Signature: ..... Date : .....

MANAFIFICACUMISCHOOL

Termly Scheme of Learning (SOL) for B5 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNES	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B5.3.3.3.	B5.3.3.3.1:	Balls, Videos and Picture,
2	PHYSICAL FITNES	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B5.3.4.3.	B5.3.4.3.1	Drums, Speakers
3	PHYSICAL FITNES	AEROBIC CAPACITY, STRENGTH, ENDURANCE, FLEXIBILITY AND BODY COMPOSITION	B5.3.5.3.	B5.3.5.3.1	Balls, Videos and Picture,
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B5.4.1.4.	B5.4.1.4.1	Drums, Speakers
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B5.4.1.4.	B5.4.1.4.2	Balls, Videos and Picture,
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B5.4.2.4.	B5.4.2.4.1	Drums, Speakers
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B5.4.3.4.	B5.4.3.4.1:	Balls, Videos and Picture,
8	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B5.4.3.4.	B5.4.3.4.2:	Drums, Speakers
1	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B6.1.1.1.	B6.1.1.1.1:	Balls, Pictures and Video
2	MOTOR SKILLS AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B6.1.1.1.	B6.1.1.1.2	Pictures and Video
3	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.1	Drums, Clappers, Video and Pictures Video and Pictures

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4	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.2	Balls, Pictures and Video		

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WANAFIELACUMHSCHOOL

### Termly Scheme of Learning (SOL) for B5 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B5.2.1.1	B5.2.1.1.5	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.3	-do-
5	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.3	-do-
6	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.3	-do-
7	Visual arts	Appreciating and Appraising (Visual Arts)	B5.1.4.6.	B5.1.4.6.3	-do-
8	Performing arts	Appreciating and Appraising (Performing Arts)	B5.2.4.6	B5.2.4.6.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B6 1.1.1.	B6 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B6 2.1.1.	B6 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.1	-do-

NANA FIIFI ACQUAH T&E: Thinking and Exploring	PM&C: Planning, Making and Composing
D&S: Displaying and Sharing	A&A: Appreciating and Appraising

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WANAFIIFIACOUAHSCHOOL

Scheme of Learning for B5 Term 3

(Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/ Instructions	B5.1.9.1. B5.1.10.1. B5.1.10.1.	B5.1.9.1.2 B5.1.10.1.1 B5.1.10.1.2	Drums, drum sticks, recorded audios, Manila
2.	Oral Language	Giving and Following Commands/ Instructions	B5.1.11.1 B5.1.11.1. B5.1.11.1.	B5.1.11.1.1 B5.1.11.1.2 B5.1.11.1.3	cards, recorded audio visuals
3.	Reading	Fluency	B5.2.8.1. B5.2.8 .1.	B5.2.8.1.1 B5.2.8 .1. 2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B5.2.9.1. B5.2.9.1.	B5.2.9.1.1 B5.2.9.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B5.3.1.1.	B5.3.1.1.5	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B5.4.6.1. B5.4.7.1. B5.4.7.1.	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B5.4.7.1. B5.4.8.1. B5.4.8.1.	B5.4.7.1.3 B5.4.8.1.1 B5.4.8.1.2	Manila Cards, Markers
8.	Composition Writing	Letter Writing	B5.4.8.1.	B5.4.8.1.3	Word cards, Manila card Markers Word cards Manila card Markers
1	Oral Language	SONGS Poems	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals
2.	Oral	Poems	B6.1.3.1.	B6.1.3.1.1	
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	Language				
		Listening and Story	B6.1.4.1.	B6.1.4.1.1	
		Telling	B6.1.4.1.	B6.1.4.1.2	
		Dramatisation and	B6.1.5.1.	B6.1.5.1.1	
		Role Play	B6.1.5.1.	B6.1.5.1.2	
3.	Reading	Phonics: Letter Sound	B6.2.4.1.	B6.2.4.1.1	Pictures of animals,
		Knowledge	B6.2.4.1.	B6.2.4.1.2	Manila cards, markers,
			B6.2.4.1.	B6.2.4.1.3	recorded audiovisual
4.	Reading	vocabulary (Sight and	B6.2.5.1	B6.2.5.1.1.	Manila cards, markers,
		content vocabulary)	B6.2.5.1.	B6.2.5.1.2	recorded audio-
				,10'	visual

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# TERM THREE BASIC FIVE WEEK 1



SUBJECT: ENGLISH LANGUAGE

Week Ending:			C	Class size:	
Day :			Date		
Period :			Lesso	ion :	
Strand :		Sub-stran	d :		
A. Reading		A. Co	mprel	ehension	
B. Grammar Usage A	t Word	B. Ve	/erbs		
C. Writing		C. De	Descriptive Writing		
D. Using Writing Con	ventions	D. Us	Jsing Adverbs		
E. Extensive Reading		E. Bu	ıilding	g The Love And Culture Of Rea <b>ding</b>	
Indicator (code)	B5.2.7.2.3 B5.3	.5.1.2 B5	.4.12.	2.1.1 B5.5.6.1.1. B5.6.1.1.1.	
Content standard (code)	B5.2.7.2. B5.3.	.5.1. B5	5.4.12.	2.1. B5.5.6.1. B5.6.1.1.	
Performance Indicator Core Competencies: Crea Leadership Critical Thinkir	introduction B. Learners of Helping ver C. Learners of language t D. Learners of E. Learners of at least a-t tivity and Innovation	on, body, c can use di erb (primar can use des to describe can use adv can read a v three-parag	conclus fferen y auxil scriptiv place verbs t variety graph	ate awareness of the structure of texts (e.g. usion) ent types of verbs in sentences: – Main verb – xiliary and modal auxiliary Learners can tive words/expressions/sound devices/ figurative ces, personal experiences and events. to express manner ty of age- and level appropriate books and present h summary of each book read cion and Collaboration Personal Development and	
Keywords					

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class						
		library.						
Ref:	English Language curriculum Page							
DAY	Phase 1:	Phase 2: Main	Phase 3:					
	Starter	(new learning including assessment)	Plenary / Reflections					
	(preparing							
	the brain							
	for							
	learning)							
Tuesday	Engage	B.READING	What have we learnt					
rucsuuy	learners to	Guide learners with questions to identify the main	today?					
	sing songs	parts of a story, e.g. introduction, body and conclusion.	toddy.					
	and recite	Have learners use connectives to summarise each	Ask learners to					
	familiar	part of the text and use these to make a full summary.	summarize the main					
	rhymes		points in the lesson					
	•							
Wednesday	Engage	What have we learnt						
	learners to	<ul> <li>Review subjects and verbs in simple sentences.</li> </ul>	today?					
	sing songs	<ul> <li>Use examples to introduce and explain subject-verb</li> </ul>						
	and recite	agreement.	Ask learners to					
	familiar	<ul> <li>Present sentences with missing subjects and others</li> </ul>	summarize the main					
	rhymes	without verbs for learners to complete.	points in the lesson					
		• Introduce drills e.g. a completion drill to give further						
		practice.						
		Assessment: let learners use different types of verbs in						
		sentences						
Thursday	Engage	D.WRITING	What have we learnt					
	learners to	<ul> <li>Revise descriptive writing with learners.</li> </ul>	today?					
	sing songs	<ul> <li>Talk about sensory details that allow a reader to</li> </ul>						
	and recite	visualise a person, a place, a thing or an idea.	Ask learners to					
	familiar	• Guide learners through the stages of writing.	summarize the main					
	rhymes	Write to describe events/situations/places of their	points in the lesson					
		choice and personal experiences.						
		Focus on the use of:						
		<ul> <li>Descriptive (adjectives)</li> <li>Figurative language e.g. simile</li> </ul>						
		– metaphor						
		– Sensory details (sensory details that are experience						
		through the senses: sight, smell, touch, taste						
		Assessment: let learners use descriptive words/						
		expressions/sound devices / figurative language to						
		describe places, personal experiences and events.						

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Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	•	today?
		Ask learners to
	s – modifying verbs. E.g. Mercy ate slowly.	summarize the main
rhymes		points in the lesson
	•	
Cuida		
		Have learners to tell
		what they read to the
choose and	choice during the library period.	whole class
read books	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
library	summary of the book read.	
period	• Invite individuals to present their work to the class for	
	feedback.	
	Personal	
	Assessment: let learners, read a variety of age- and	
		What have we learnt
		today?
		Ask learners to
familiar	part of the text and use these to make a full summary.	summarize the main
rhymes	part of the text and use these to make a fun summary.	points in the lesson
		pointe in the lesson
	read books during the library period Engage learners to sing songs and recite	sing songs and recite familiar rhymes• Provide a passage with adverbs of manner. • Have learners identify the adverbs and their function s – modifying verbs.Guide learners to read booksE.EXTENSIVE READING • Have learners read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-three paragraph summary of the book read. • Invite individuals to present their work to the class for feedback. PersonalEngage learners to sing songs and reciteB.READING • Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion. • Have learners use connectives to summarise each

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				ate :		
Period :			Le	Lesson :		
Strand : ALG	EBRA		Sub-strand :	: Variables and Equations		
Indicator (co	ode)	B5.2.3.1. B5.2.3	3.1.2 B5.2.	3.1.3		
Content star	ndard (code)	B5.2.3. B5.2.3	.1. B5.2.	3.1.		
Performanc	e Indicator	<ul> <li>Learners can express a given problem as an equation where the unknown is represented by a letter to variable.</li> <li>Learners can identify the unknown in a problem; represent the problem with an equation; and solve the problem concretely, pictorially or symbolically.</li> <li>Learners can create a problem for a given equation</li> </ul>				
		tivity and Innovations and Problem Sol		cation and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	9			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	sment)	Phase 3: Plenary / Reflections	

Tuesday	Sing songs	Review the lesson with								
lacouty	like:	E.g.1. Ask learr i. The cost								
		¢5.50, what is t	•							
	ľm	ii. The pro	the							
	counting	numbers is 24,								
	one, what									
	-	Eg 2 Ackloard	ors to road A	no's probler	n holow					
	is one	E.g.2. Ask learn								
	1 - One is	complete the ta								
	one alone,									
	alone it				2					
	shall be.	Days (d)	Days	1	2					
	2 - Two	Height ( <i>h</i> )	Height	5cm	7cm					
	pair, two									
	pair come	Ama is tracking		•						
	pair let us	Today the plant								
	pair	.,	mathematical		at represen What wil					
	3 - Turn	the height of th the height of th								
	around	-	iny days will th							
	4 - Follow	75cm?								
	me									
	5 - Fire	Assessment: ha								
		examples								
	Sing songs					Review the lesson with				
Wednesday	like:	E.g.1. Ask learr	<ul><li>E.g.1. Ask learners solve word problems; e.g</li><li>i. The cost of two pens is twenty ¢15. If one costs</li></ul>							
		i. The cost								
	ľm	ø5.50, what is t								
	counting	ii. The pro	the							
	one, what	numbers is 24, what is the other number?								
	is one	Eg 2 Ack loarn								
	1 - One is	E.g.2. Ask learr complete the ta								
	one alone,			the problem	1					
	alone it	Days (d)	Days	1	2					
	shall be.		-			-				
	2 - Two	Height ( <i>h</i> )	Height	5cm	7cm					
		Ama is tradius -	the progress	of hor place!	c arouth					
	pair, two	Ama is tracking Today the plant		•	-					
	pair come		mathematical			-				
	pair let us	the height of th			What wil					
		the height of th	•							
		-	iny days will th	•	ke to reach					
		75cm?								

		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two	E.g.1 Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. If necessary, model the use of guess and test as one strategy. By observing patterns in their results, students become more systematic in the guesses they make $1.  3 + p = 11  5. \qquad p + 5 = 17$ $2.  14 - p = 8 \qquad 24 = p + 9$ $3. \qquad p - 9 = 16 \qquad 25 = 35 - p$ $4.  7. \ 3p = 12$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair, two pair come pair let us pair	Ask students to describe two different stories that the equation 5 + k = 9 could represent E.g.2. Ask learners to solve puzzle in the figure, by solving the equations in each line $\begin{array}{c} \hline \\ \hline $	Review the lesson with Learners

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SUBJECT: COMPUTING

CLASS:	SĽ	Х
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Week Ending:				Class size:		
Day :				Date :		
Period :				Less	son :	
Strand : INTE	ERNET AND S	OCIAL MEDIA SU	ub-strand	<b>d:</b> L	ISING ONLINE FORMS	
Indicator (co	-	B5.6.5.1.1. B5.6.5.1				
	ndard (code)	B5.6.5.1. B5.6.5.1	L. B5.6	5.5.2	L.	
Performance	e Indicator		-		describe forms in a web	o page
					e working on or offline	
			n demons	stra	te downloading of files	(e.g. pictures, audio, pdf
		etc.).				
-	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					
Leadership C		ng and Problem Solvin	ng.		N	
Keywords						
-						
T. L .R. (s)		Computing curriculum Page				
Ref:	Computing	curriculum Page				
			X i			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ding asse	ssm	ent)	Plenary / Reflections
	(preparing the brain	10.				
	for	$\mathcal{O}_{\mathcal{I}}$				
	learning)					
	Engage	Guide learners to fill	l out droi	ndo	wn boxes, combo box,	What have we learnt
Wednesdav	learners to	Text fields etc		940		today?
,	sing songs		gister or	fill o	out online forms as well	
	and recite	as offline through pr	-			Ask learners to
	familiar	• •			rms to practise filling	summarize the main
	rhymes	out forms offline				points in the lesson
		Guide learners to do	ownload a	a fil	e through practical	
		session(s				
		Assessment: let lear	ners des	crib	e downloading of files	

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SUBJECT: CREATIVE ARTS

Week Ending:				Class size:			
Day :	Day :				Date :		
Period :				Les	son :		
Strand : Visual Arts Sub-stran			Sub-stran	<b>d :</b> T	hinking and Exploring Id	eas	
Indicator (co	ode)	B5.2.1.1.5					
-	ndard (code)	B5.2.1.1.					
Performance	e Indicator	Learners can stuc reflect topical issu			of Ghanaian and other	African visual artists that	
		tivity and Innovations and Problem Sol		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
Wednesday	Engage learners to sing songs and recite familiar rhymes	artists that reflect Africa (e.g. climat slums, inclusion, o cross and highwar appreciate: thro the works of the s	t current to e change, v diversity, in y codes); ough showe selected Aff rk, theme/	pica wate terr er th ricar	other African visual l issues of concern in r and air pollution, national relations, green oughts sessions discuss n artists with focus on pose, materials, tools,	What have we learnt today? Ask learners to summarize the main points in the lesson	

Assessment: let learners describe the artworks of	
Ghanaian and other African visual artists that reflect	
topical issues in Africa	

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MANAFIFICUMISCHOOL

SUBJECT: History

Week Endi	ng:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Journey to Independence Sub-stra				nd : E	arly Protest Movement	s
Indicator (	code)	B5.5.1.1.3				·
Content st	andard (code)	B5.5.1.1.				
Performan	ce Indicator	Learners can exar	nine sourc	es of	evidence about the role	of Joseph Ephraim Casely-
		Hayford in the Na	ational Con	gres	s of British West Africa	NCBWA).
Leadership		tivity and Innovating and Problem So		inica	tion and Collaboration F	Personal Development and
Keywords			2	٦		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes Who was Joseph Ephraim	Ephraim Casely-H possible).	uss a docur layford at ( earners na	men <sup>.</sup> Casfe rrate	ary the bust of Joseph ord Hall, UCC (where the bust of Joseph	What have we learnt today? Ask learners to summarize the main points in the lesson

	Casely-		
	Hayford?		
Thursday	Engage	Present a narrative of the leadership role of Joseph	What have we learnt
	learners to	Ephraim Casely-Hayford in the NCBWA	today?
	sing songs		
	and recite	Assessment: let learners mention the sources of	Ask learners to
	familiar	evidence about the role of Joseph Ephraim Casely-	summarize the main
	rhymes	Hayford in the National Congress of British West Africa	points in the lesson
		(NCBWA)	
	Who was		
	Joseph		
	Ephraim		
	Casely-		
	Hayford?		
	Where was		
	he born?		

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SUBJECT: SCIENCE

Week Ending: Class size:						
Day :				Date :		
Period :				Les	son :	
Strand : FORCES AND ENERGY Sub-stra			Sub-strar	nd · F	LECTRICITY AND ELECTR	
Indicator (co	ode)	B5.4.2.1.1				
Content star	ndard (code)	B5.4.2.1.				
Performance	e Indicator	Learners can iden	tify the co	mpc	nents of an electric circu	iit and their functions
Core Compe	tencies: Crea	L tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	lving.			·
Keywords				Ż	)	
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
			,			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections
	(preparing	6				
	the brain	<b>X</b> .				
	for					
	learning)					
Thursday	Engage				comes into their minds	What have we learnt
	learners to	•		n, 'electric circuit' today?		
	sing songs	Learners watch	•		•	
	and recite	electrical circuits	and how t	hey	work.	Ask learners to
	familiar	• Learners, in gro	ups, const	ruct	simple electric circuits	summarize the
	rhymes	using connecting	wire, dry c	ells	and a bulb/LED to light	important points of the
		up the bulb.				lesson
		Assist learners t	o identify	the o	components and their	
		uses.	uses.			

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	<ul> <li>Learners find out other materials that can be used in</li> </ul>	Project: Learners build
	place of dry cells, connecting wires and bulb.	an LED lantern using the
		above circuit and plastic
		bottle
	Assessment: let learners identify the components of an	
	electric circuit and their functions	

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WAMAFIIFI ACOUNTS SCHOOL

### SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : PHY	SICAL FITNES	S	Sub-strar	nd : E	INDURANCE		
Indicator (co	ode)	B5.3.3.3.1					
Content sta	ndard (code)	B5.3.3.3.					
Performanc	e Indicator	Learners can perf	orm two s	et of	continuous push ups		
Coro Compo	tonciaci Cros	tivity and Innovativ	on Commu	inica	tion and Collaboration D	arcanal Davalanment and	
		ng and Problem Sol		IIIICa		ersonal Development and	
Keywords			<u>ч пр</u> .				
-							
T. L .R. (s)		cones			. 5		
Ref:	PE curriculu	im Page			$\mathbf{A}$		
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections	
	(preparing			)-			
	the brain						
	for						
	learning)						
Friday	Learners			•	ific warm ups, learners	End the lesson with cool	
	jog round a				arners with their palms	down activities and use	
	demarcate	-	•		extend their arms to	questions to summarise	
	d area in		•		e arms again to move	the lesson	
	files while				Learners continue the		
	singing and	•			se on their ability in a		
	clapping to	set. Learners repe		ond	set after rest and		
	warm-up	progress at their	own pace				
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:			Class size:				
Day :				Date :			
Period :				Les	son :		
Strand : The Family and Commitment Sub-strai			Sub-strar	nd : ⊺	he Family and the Comr	nunity	
Indicator (co	ode)	B5.4.1.1.1			$\langle 0 \rangle$		
Content star	ndard (code)	B5.4.1.1.					
Performance	e Indicator	Learners can expl	ain the ne	ed to	be a committed memb	er of the family	
Leadership (		tivity and Innovations and Problem Sol		inica	tion and Collaboration P	ersonal Development and	
Keywords			.0	<b>)</b> -			
T. L .R. (s)		Pictures	tures				
Ref:	RME curricu	Ilum Page					
DAY	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	needed in order t Initiates activities together - Suppor care of a needy p time off to visit el responsibility (sup in performing the	ve learners mention behaviours and attitudes eded in order to be a committed family member: - iates activities for family members eg. Periodic get- ether - Supports common family projects eg. Taking e of a needy person in the family - Visitation (taking e off to visit elders, parents, etc.) - Accepting ponsibility (support family members who lag behind performing their assigned duties) - Helping to instil cipline among younger family members, etc.			What have we learnt today? Ask learners to summarize the main points in the lesson	

Learners discuss the need for being a committed
family member: - to promote unity, - to gain respect, -
to bring unity and peace in the family, - to strengthen
the family support system, - to be considered a
trustworthy person, etc
Assessment: let learners explain the need to be a
committed member of the family

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : OUR NATION GHANA Sub-stra			Sub-stran	<b>d :</b> E	eing a Citizen	~
Indicator (co	ode)	B5.4.1.3. 1.				
Content star	ndard (code)	B5.4.1.3.				
Performance	e Indicator	Learners can dem	onstrate h	ow	liversity can promote na	tional development
•		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords			. C	)-	/	
T. L .R. (s)		Pictures				
Ref:	OWOP curri	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	(new learning including assessment)			
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe national developr artefacts, inter-et Assessment: let le can promote natio	nent e.g. p hnic marri earners des	What have we learnt today? Ask learners to summarize the main points in the lesson		
Thursday	Engage learners to sing songs				picting cultural diversity tivities at national	What have we learnt today?

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	and recite		Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners describe how ethnic diversity	points in the lesson
		can promote national development	

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MANAFIELACUAHSCHOOL

## SUBJECT: Ghanaian Language

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Ora	l Language		Sub-strar	nd : (	Giving and Following Com	nmands/ Instructions
Indicator (co	ode)	B5.1.9.1.2 B5.	1.10.1.1	B	5.1.10.1.2	
Content star	ndard (code)	B5.1.9.1. B5.	1.10.1.	В	5.1.10.1.	
Performance		<ul><li>The learne</li><li>The learne</li></ul>	er should r er should u	ecog ise la	ain and use polar questio nise landmarks in your a andmarks to give direction tion and Collaboration Pr	rea and other areas ns.
Leadership (		ng and Problem So		mica		ersonal Development and
Keywords						
T. L .R. (s)	•	Manila cards, ma	rkers, reco	rdec	l audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essm	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Lead learners to correctly in their</li> <li>Ask learners to</li> </ul>	recognise o use polar speech or give more	the p que in th pola	oolar question markers stion markers identified eir conversations.	What have we learnt today?

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		<ul> <li>Help learners to recognise the polar question markers and tell where they occur in the structure.</li> <li>Ask learners to tell how to use polar question markers correctly.</li> <li>Allow learners to give examples on the board</li> <li>Assessment: let learners use polar question markers in sentences</li> </ul>	Review the lesson with learners
lea sin and fan	gage iners to g songs d recite niliar /mes	<ul> <li>Discuss with learners what landmarks are.</li> <li>Display a sketch of an area on the board.</li> <li>Show them some of the landmarks on the sketch.</li> <li>Lead learners to recognise landmarks in their area and other areas.</li> <li>Allow a learner to give directions to their home making reference to any landmark in their area.</li> <li>E.g. post office, palace, church, mosque, school etc</li> <li>Assessment: let learners</li> <li>Identify and landmarks in your area and other areas</li> </ul>	What have we learnt today? Review the lesson with learners
lea sin and fan	gage iners to g songs d recite niliar ymes	<ul> <li>Display a sketch of an area on the board.</li> <li>Ask the learners to mention some of the landmarks seen on the sketch displayed.</li> <li>Point to two locations on the sketch and ask learners to give directions from one location to another point on the sketch.</li> <li>Assist learners to use more landmarks on the sketch to give directions correctly. E.g. Take the route on your right. Turn to the left of the mosque and descend the hill near the post office.</li> </ul>	What have we learnt today? Review the lesson with learners
		<ul> <li>Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system.</li> <li>Show learners how to use it.</li> <li>Assessment: let learners use landmarks to give directions.</li> </ul>	

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

# TERM THREE BASIC FIVE WEEK 2

MANAFIFIACOUNTSCHOOL

## SUBJECT: English Language

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-strand	c.b		
A. Oral Language	A. Ask	sking and Answering Questions		
B. Reading	B. Cor	omprehension		
C. Grammar Usage A	t Word C. Vei	rbs		
D. Writing	D. Per	rsuasive/Argumentative Writing		
E. Using Writing Con	ventions E. Usi	ing Adverbs		
F. Extensive Reading	F. Bui	ilding The Love And Culture Of Reading		
Indicator (code)	(B5.1.8.2.1 B5.1.9.1.1) B5.2	2.7.3.1 B5.3.5.1.3 B5.4.13.1.1 B5.5.6.1.1 B5.6.1.1.1		
Content standard (code)	(B5.1.8.2. B5.1.9.1.) B5.2	.7.3. B5.3.5.1. B5.4.13.1. B5.5.6.1. B5.6.1.1.		
Performance Indicator	and respond to com clear landmarks B. Learners can use kno unfamiliar words C. Learners can use th Needs/preferences – D. Learners can write ex E. Learners can use adve F. Learners can read a va	planations to support opinions		

		tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and			
Keywords						
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class			
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	<ul> <li>A.ORAL LANGUAGE</li> <li>Play a recorded dialogue containing positive tags or get two learners to engage in a dialogue prepared by the teacher containing positive tags.</li> <li>Learners listen and in pairs, use positive tags in dialogues. Do the same with negative tags. Go through the same procedure to get learners to use the tags in speech. (Explain that question tags are short questions that follow statements).</li> <li>Together with learners, discuss the formation of tags by listening to and practising using them in speech.</li> <li>e.g. The bad boys aren't in school today, are they? In a Question and Answer Drill, pairs of learners ask and answer questions round the class. Communication</li> <li>Assessment: let learners give and follow directions with clear landmarks</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Revise affixes briefly and have learners identify them in words.</li> <li>Have learners use words in their own sentences</li> <li>Assessment: let learners use knowledge of prefixes and suffixes to read and interpret unfamiliar words</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson			
Wednesday	Engage learners to sing songs and recite	<ul> <li>C.GRAMMAR</li> <li>Revise the simple present form of verbs: – For habitual actions; – For timeless and universal statements; – For facts which may change or hold true</li> </ul>	What have we learnt today?			

IANA FIIFI AC	familiar	indefinitely; – For instantaneous present; – For	Ask learners to
	rhymes	<ul> <li>scheduled future actions.</li> <li>Introduce the simple present form of verbs in sentences to express needs/preferences, and thoughts/ideas.</li> </ul>	summarize the main points in the lesson
		express needs/preferences – I need new clothes. – I like playing football more than volleyball.	
		thoughts/ideas – I think you are right. – Introduce these appropriately, one at a time and give practice.	
		Assessment: let learners use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Present a motion to learners. E.g. A teacher is more important than a doctor. • Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion. • Put learners into two groups: for the motion and against the motion to write down what they think about it. • Groups read out their opinions to the class for discussion Assessment: let learners write explanations to support opinions	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Pair up learners to write short paragraphs using adverbs of manner.</li> <li>Have pairs present their work to the class for feedback</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners use adverbs to express manner	
Friday	Guide learners to choose and	<ul> <li><u>E.EXTENSIVE READING</u></li> <li>Have learners read independently books of their choice during the library period.</li> </ul>	Have learners to tell what they read to the whole class
	read books	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	

(	during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
	library	summary of the book read.	
	period	<ul> <li>Invite individuals to present their work to the class for</li> </ul>	
		feedback.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :			Da	te :		
Period :				Lesson :		
Strand : GEC	OMETRY AND	MEASUREMENT Sub-s	strand :	Lines and Shapes		
Indicator (co	ode)	B5.3.1.1.1 B5.3.1.1.2	B5.3.	1.1.3		
Content star	ndard (code)	B5.3.1.1. B5.3.1.1.	5.3.1.1. B5.3.1.1.			
Performance Indicator		<ul> <li>Learners can demonstrate an understanding of the properties (e.g. side angles, and diagonals) of squares and rectangles</li> <li>Learners can use paper folding with cut-out squares and rectangles investigate sides, angles, and diagonals properties</li> <li>Learners can prove that a polygon is regular by measuring the sides a angles or by folding and superimposing</li> </ul>			quares and rectangles to s	
		tivity and Innovation Corng and Problem Solving.	nmunica	ition and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessr	nent)	Phase 3: Plenary / Reflections	

NANA FIIFI ACC					
Monday	Sing songs like:	E.g. 1 Give learners shapes to identify so reasons. (Or Draw o	Review the lesson with Learners		
	I'm counting one, what is one 1 - One is one alone, alone it				
	shall be. 2	Assessment: have le examples	earners to practice	with more	
Tuesday	Sing songs like:	Give learners photo identify squares and Draw on the chalk b	d rectangles and give		Review the lesson with Learners
	I'm counting one, what is one 1 - One is				
	one alone, alone it shall be.	Assessment: have le	earners to practice	> with more	
Wednesday	Sing songs like: I'm counting	Give learners foldat rectangles to invest sides, angles, and di	igate the propertie	s in terms of	Review the lesson with Learners
	one, what	Properties	Rectangle	Square	
	is one	Sides			
	1 - One is one alone, alone it	All sides are congruent	No	Yes	
	shall be. 2 - Two	Diagonals bisect each other			
	pair, two pair come	Diagonals are congruent			

NANA FIIFI AC	pair let us	Diagonals meet				
	pair	at right angles				
		Assessment: have	learners to prac	tice with more		
		examples	•			
Thursday	Sing songs	Give learners folda	able cut-out 2D	quadrilaterals -	F	Review the lesson with
	like:	rectangles, square	s, trapezoids, p	arallelograms, and	l k	Learners
		rhombuses - to inv	vestigate the pro	operties in terms o	of	
	l'm	sides, angles, and	diagonals and c	omplete the table		
	counting					
	one, what	Assessment: have	learners to prac	ctice with more		
	is one	examples			$\bigcirc$	
Friday	Sing songs	Give learners foldable cut-out 2D quadrilaterals -				Review the lesson with
	like:	rectangles, squares, trapezoids, parallelograms, and				Learners
		rhombuses - to inv				
	l'm	sides, angles, and	diagonals and c	omplete the table		
	counting					
	one, what					
	is one	Properties	Rectangle	Square		
	1 - One is one alone,	Sides				
	alone it	All sides are	No	Yes		
	shall be.	congruent				
	2 - Two	Opposite sides				
	pair, two	are congruent				
	pair come	Opposite sides				
	pair let us	are parallel				
	pair		I			
		Assessment: have	learners to prac	tice with more		
		examples				

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Signature: ..... Date : .....

SUBJECT: SCIENCE

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : FOF	RCES AND ENE	RGY	Sub-stranc	<b>d :</b> F	ORCES AND MOVEMEN	T.	
Indicator (co		B5.4.3.1.1					
	ndard (code)	B5.4.3.1.					
Performanc	e Indicator	Learners can expl	ain the tern	n, "	friction", its effects and	applications	
Core Compe	tencies: Crea	tivity and Innovation	on Commun	nica	tion and Collaboration F	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem So	lving.				
Konwordo							
Keywords							
T. L .R. (s)		Pictures	Pictures				
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	ssm	ent)	Plenary / Reflections	
	(preparing	$\mathcal{O}$					
	the brain						
	for						
	learning)						
Monday	Engage	Learners explain	why cars usi	uall	y drive slowly on wet	What have we learnt	
	learners to	roads.				today?	
	sing songs	<ul> <li>Task them to ex</li> </ul>	plain what	hap	pens when one		
	and recite	accidentally step into an oil spill on the floor.			on the floor.	Ask learners to	
	familiar	<ul> <li>Ask learners these questions:</li> </ul>			summarize the		
	rhymes	What is friction?				important points of the	
		What does it do?				lesson	
	Review the	How does it work	?				
	previous	• Then discuss th	neir prior kn	owl	edge of the topic.		
	lesson on						

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	forces with	• Learners rub their palms together for several sections	
	learners.	and talk about what they notice.	
		<ul> <li>Explain to learners that the warmth they feel is</li> </ul>	
	Learners	caused by a force called friction and that friction is the	
	recall some	force that opposes the movement of two surfaces	
	examples	against each other.	
	of forces	<ul> <li>Some learners remove their shoes to show the</li> </ul>	
	and their	shrunken heels/soles as an example of the effect of	
	effects/app	friction between the sole of the shoe and the ground	
	lications	which one walks on.	
		Assessment: let learners explain the term, "friction"	
Thursday	Engage	Let some learners remove their shoes to show the	Ask learners to
	learners to	shrunken heels/soles as an example of the effect of	summarize the
	sing songs	friction between the sole of the shoe and the ground	important points of the
	and recite	which one walks on.	lesson
	familiar	<ul> <li>Emphasise the fact that it is because of the friction</li> </ul>	
	rhymes	between the shoes and the ground that we do not fall	
		whilst walking or running.	Project: Investigating
		<ul> <li>Explain to learners again that on a rainy day or on a</li> </ul>	the effect of friction
		smooth/polished surface, friction is reduced, which	Learners demonstrate
		means the shoes of the one walking or the tyres of the	the effect of friction by
		car are not firmly gripped to the ground or the road	using a toy car on rough
		because friction has reduced. Thus, this is what causes	and smooth
		people to fall or slip on oily or wet surfaces	surfaces.
		Assessment: let learners explain the term, "friction", its	
		effects and applications	

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SUBJECT: COMPUTING

	CL	ASS:	S	IX
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Week Ending:				Class size:			
Day :			I	Date :			
Period :	Period :				son :		
Strand : INT	ERNET AND S	OCIAL MEDIA Su	ub-strand	<b>d :</b> C	USTOMIZING YOUR BR	OWSER	
Indicator (co	vdo)	B5.6.6.1.1 B5.6.6.1	1.2 B5.6	5.6	1.0		
Indicator (co	-				-		
Performance	ndard (code)						
Performance	e indicator				e how to set default sea	arch engines	
					o set homepages		
			n show h	างพ	to make Browser app	os, add-ons, plug-ins, and	
		extensions.					
•		tivity and Innovation ng and Problem Solvir		nicat	tion and Collaboration F	Personal Development and	
Leadership			ng.		N.		
Keywords				1			
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
			Y				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning includ	ding asse	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)	Cuida la anna an ta an			uala a u a inca a	M/h at h ave we had wat	
Madia and av	Engage	Guide learners to se	et default	sea	rch engines	What have we learnt	
Wednesday			+			today?	
	sing songs	Guide learners to se	et nomepa	age		Ask learners to	
	and recite familiar	Cuida laarnars ta m	ako Brow	r	anne add one nlug	summarize the main	
			lake brow	ser	apps, add-ons, plug-		
	rhymes	ins, and extensions				points in the lesson	
		Assessment: let loor	more cho	wh	ow to make Browser		
		apps, add-ons, plug-					
			ins, and t				

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SUBJECT: CREATIVE ARTS

Week Ending:				Class size:			
Day :			C	Date :			
Period :			Lesson :				
Strand : Pe	rforming Arts	Sub-strand : Thinking and Exploring Ideas			leas		
Indicator (d	code)	B5. 2.1.1.5					
	andard (code)						
	ce Indicator	Learners can stud		-	itions and performance flect topical issues in A	es of Ghanaian and other frica	
Core Competencies: Crea Leadership Critical Thinkin			ivity and Innovation Communication and Collaboration Personal Development and				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Ar	s curriculum					
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	Ghanaian and Afr current topical iss climate change, w inclusion, diversit 2 appreciate: thro	ican perforn sues of much vater and air y, internatio ough shower and perforn h focus on t	nin h cơ r pơ onal r th mar	relations); oughts session discuss ices of the selected	What have we learnt today? Ask learners to summarize the main points in the lesson	

		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Iselect compositions and performances of other	today?
	sing songs	Ghanaian and African performing artists that reflect	
	and recite	current topical issues of much concern in Africa (e.g.	Ask learners to
	familiar	climate change, water and air pollution, slums,	summarize the main
	rhymes	inclusion, diversity, international relations);	points in the lesson
		I appreciate: through shower thoughts session discuss	
		the compositions and performances of the selected	
		African artists with focus on the type of dynamics,	
		tempo, instruments, style, etc.	
		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	

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SUBJECT: HISTORY

Week End	ing:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Jo	ourney to Indep	endence	Sub-stran	d : E	arly Protest Moveme	nts
Indicator (	(code)	B5.5.1.1.3				
Content st	andard (code)	B5.5.1.1.				
Performar	nce Indicator	Learners can exar	mine source	es of	evidence about the ro	le of Joseph Ephraim Casely-
		Hayford in the Na	ational Con	gres	s of British West Africa	a (NCBWA).
Core Com	petencies: Crea	tivity and Innovati	on Commu	nica	tion and Collaboration	Personal Development and
Leadership	o Critical Thinkii	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essn	ient)	Plenary / Reflections
(preparing						
	the brain	X ~				
	for					
	learning)					
Tuesday	Engage				ship role of Joseph	What have we learnt
	learners to	Ephraim Casely-Hayford in the NCBWA				today?
	sing songs					
	and recite	Assessment: let l				Ask learners to
	familiar	mention the sour	ces of evid	ence	e about the role of	summarize the main
	rhymes	Joseph Ephraim (	Casely-Hayf	ord	in the National	points in the lesson
		Congress of Britis	sh West Afr	ica (	NCBWA)	
	What was					
	his role in					
		1				
-------------	---	---				
the						
NCBWA?						
Engage	Learners retell the story of Joseph Ephraim Casely-	What have we learnt				
learners to	Hayford	today?				
sing songs						
and recite	Assessment: let learners	Ask learners to				
familiar	narrate the story of Joseph Ephraim Casely-Hayford	summarize the main				
rhymes		points in the lesson				
What was						
his role in						
the						
NCBWA?						
	NCBWA? Engage learners to sing songs and recite familiar rhymes What was his role in the	the NCBWA?Engage learners to sing songs and recite familiar rhymesLearners retell the story of Joseph Ephraim Casely- HayfordWhat was his role in theMaterial the				

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# SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : PHY	SICAL FITNES	S	Sub-stran	nd : F	LEXIBILITY	
Indicator (co	ode)	B5.3.4.3.1:				
Content sta	ndard (code)	B5.3.4.3.				
Performanc	e Indicator	Learners can perf	orm stand	ing k	end and reach the knee	with the forehead
6		1			tion and Callaboration D	and Development and
		ng and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords			ving.		<u> </u>	
,						
T. L .R. (s)		cones			.5	
Ref:	PE curriculu	im Page			N I	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections
	(preparing			$\mathbf{F}$		
	the brain					
	for					
	learning)					
Friday	Learners	-	-		earners stand straight	End the lesson with cool
	jog round a			-	eir sides tilt to one side	down activities and use
	demarcate				es the knees. Same	questions to summarise
	d area in				e. Let them perform in	the lesson
	files while	pairs so that as or	ne perform	is th	e other gives support.	
	singing and					
	clapping to					
	warm-up					
	the body					
	for					
	maximal					
	performan					
	ce and to					
	prevent					
	injuries					

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:			Class size:			
Day :			Da	Date :		
Period :			Les	son :		
Strand : The	Family and C	ommitment Su	b-strand :	The Family and the Comr	nunity	
Indicator (co	ode)	B5.4.1.1.1				
Content sta	ndard (code)	B5.4.1.1.				
Performanc	e Indicator	Learners can explain	the need to	be a committed memb	er of the family	
Core Compe	etencies: Crea	tivity and Innovation C	Communica	tion and Collaboration P	ersonal Development and	
Leadership (	Leadership Critical Thinking and Problem Solving.					
Keywords						
Reywords				2		
T. L .R. (s)		Pictures				
Ref: RME curriculum Page						
		-	$\sim$			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includi	ing assessn	nent)	Plenary / Reflections	
	(preparing		•			
	the brain					
	for					
	learning)					
Friday	Engage			a family sketch centred	What have we learnt	
	learners to	X	e sketch sho	uld have commitment	today?	
	sing songs	as its theme				
	and recite				Ask learners to	
	familiar	Assessment: let learn	ners explai	n the need to be a	summarize the main	
	rhymes	committed member of	of the fami	У	points in the lesson	

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : OUR NATION GHANA Sub-stra			Sub-strar	nd : A	uthority and Power	~
Indicator (co	ode)	B5.4.2.1.1.				
Content star	ndard (code)	B5.4.2.1.				
Performance	e Indicator Learners can recognise parents as source of discipline and character formation			d character formation		
	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and	
Keywords			2.	)-		
T. L .R. (s)		Pictures				
Ref:	OWOP curri	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing	1				
	the brain	K.				
	for					
	learning)				1	
Tuesday	Engage	Learners talk about rules and regulations they are		gulations they are	What have we learnt	
	learners to	expected to follow at home today?				today?
	sing songs	Learners discuss why it is important to obey rules and				Ask learners to
	and recite familiar	regulations at hor	ne			summarize the main
	rhymes	Assessment: let le	arnors			points in the lesson
	ingines	explain why it is in			ev rules and	
		regulations at hor	•			

Thursday	Engage	Learners identify ways by which they can be	What have we learnt
	learners to	responsible:	today?
	sing songs	<ul> <li>be a good child to avoid punishment</li> </ul>	
	and recite	parents and other family members, etc	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners identify ways by which they	points in the lesson
		can be responsible:	

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Signature: ..... Date : .....

WANAFITTING

# SUBJECT: GHANAIAN LANGUAGE

Week Ending:		Class size:				
Day :			Dat	ie :		
Period :			Les	son :		
						~
Strand : Oral Language Sub-strand : Giving and Following Commands/ Instructions			nmands/Instructions			
Indicator (co	ode)	B5.1.11.1.1 B5	5.1.11.1.2	B5.1	1.11.1.3	
Content star	ndard (code)	B5.1.11.1. B5	.1.11.1.	B5.	1.11.1.	
Performance	e Indicator	• T	he learner	shou	Ild discuss things that ma	ke the home unclean
		• TI	he learner s	hou	ld discuss the items used	in cleaning the home
				-	d give reasons for cleaning	
	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.			ersonal Development and		
Keywords						
T. L .R. (s)						
Ref:	Ghanaian La	anguage curriculu	um			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning in	cluding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
	Engage	• Display a pictu	re of a rubh	nish d	dump and another	What have we learnt
	leaners to	picture of a neat		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		today?
	sing songs	• Let learners ta		e pic	tures in groups.	
	and recite			•	mention things that	
	familiar rhymes	make the home	-	-		

	<ul> <li>Let learners draw some of the things that make the</li> </ul>	Review the lesson with
	home unclean. E.g. Rubbish, stagnant water, unclean	learners
	bowls etc	
	Assessment: let learners mention things that make the	
	home unclean	
Engage		What have we learnt
leaners to	<ul> <li>Display a picture of somebody sweeping.</li> </ul>	today?
sing songs	• Let learners talk about the picture.	
and recite	Lead a discussion on cleanliness.	
familiar	Allow learners to recognise and mention items used in	
rhymes	cleaning the home.	
	<ul> <li>Show some items for cleaning to the learners.</li> </ul>	
	• Let learners demonstrate or improvise the use of	Review the lesson with
	these items in a cleaning exercise. E.g. Broom, mop,	learners
	dusters, etc.	
	Assessment: let learners mention the items used in	
	cleaning the home	M/h at h aver we had wat
Engage leaners to	• Discuss with learners the consequences of an unclean	What have we learnt today?
sing songs	home.	toudy:
and recite	• Lead learners to discuss how to make the home clean.	
familiar	Help learners to recognise and mention the reasons	
rhymes	for cleaning the home. E.g. To make the home healthy	
,	for living. To prevent sickness etc	Day is with a lass and with
		Review the lesson with
	Assessment: let learners give reasons for cleaning the	learners
	home	

# TERM THREE BASIC FIVE WEEK 3



# SUBJECT: English Language

Week Ending:			Class size:		
Day :		Dat	e :		
Destad					
Period :		Les	son :		
Strand :		Sub-strand :			
A. Oral Language			and Following Commands/Instructions/Directions		
B. Reading			nd Making and Responding to Requests		
			Reading		
D. Writing		C. Verbs			
E. Using Writing Co	onventions	D. Persua	sive/Argumentative Writing		
F. Extensive Reading E. U			Simple Prepositions		
	, dr.	F. Buildir	ng The Love And Culture Of Reading		
Indicator (code)		•	1.1 B5.3.5.1.4 B5.4.13.2.1 B5.5.7.1.1 B5.6.1.1.1		
Content standard (code		10.1.) B5.2.8.			
Performance Indicator			respond to polite requests for help from familiar		
			reness of the features of spoken language, e.g. use rell, also, finally		
			ng from level-appropriate texts		
			mple past form of verbs to express past needs,		
interest and feeling					
		-	claims and support them with clear reasons and		
		using credible s			
	E. Learners	can use preposi	tions to convey a variety of meanings		

QUAIT					
	F. Learners can read a variety of age- and level appropriate books and present				
at least a-three-paragraph summary of each book read					
etencies: Crea	tivity and Innovation Communication and Collaboration P	ersonal Development and			
Critical Thinkir	ng and Problem Solving.				
	Word cards, sentence cards, letter cards, handwriting on	n a manila card and a class			
	library.				
English Lang	guage curriculum Page				
Phase 1:	Phase 2: Main	Phase 3:			
Starter	(new learning including assessment)	Plenary / Reflections			
(preparing					
the brain					
for					
learning)					
	A.ORAL LANGUAGE	What have we learnt			
learners to	• Revise how to make requests by giving examples.	today?			
sing songs	• In a discussion, help learners to identify the need to				
and recite	use "please" when making simple requests. Through	Ask learners to			
familiar	demonstration, guide learners to make polite requests	summarize the main			
rhymes	-	points in the lesson			
	to them				
	• Revise important features of spoken language such as				
	use of contractions and ellipsis.				
	Help learners to use contractions and ellipsis in				
	speech. E.g.				
	1. Contraction:				
	i. Kofi cannot come today.				
	ii. Kofi can't come today.				
	A. when will you come? B: Tomorrow				
	Assessment: let learners use discourse markers				
	– well, also, finally, in sentences				
	English Lang Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar	F. Learners can read a variety of age- and level apprat least a-three-paragraph summary of each bootencies: Creativity and Innovation Communication and Collaboration P.         Tritical Thinking and Problem Solving.         Word cards, sentence cards, letter cards, handwriting or library.         English Language curriculum Page         Phase 1:       Phase 2: Main         Starter       (new learning including assessment)         (preparing the brain for learning)       A.ORAL LANGUAGE         Engage       A.ORAL LANGUAGE         Iearning)       e. Revise how to make requests by giving examples.         in a discussion, help learners to identify the need to use "please" when making simple requests. Through demonstration, guide learners to make polite requests in the classroom. e.g.         i. Please sir/madam, may I go out?       ii. Yes, you may.         I. Invite learners to the front in pairs to dramatise/role-play situations/scenes where they make requests and respond to them. Provide and teach vocabulary and expressions to guide them make requests and respond to them         • Revise important features of spoken language such as use of contractions and ellipsis.         • Help learners to use contractions and ellipsis in speech. E.g.         1. Contraction:         i. Kofi cannot come today.         ii. Kofi cann't come today.         ii. Kofi cann't come today.         ii. Kofi cann't come today.         ii. Kohen will you come? B: Tomor			

Tuesday	QUAH Engage	B.READING	What have we learnt
,	learners to	• Have learners read silently. Let them stop and think	today?
	sing songs	about something different from the text. This is to	,
	and recite	make them know what to do when meaning is	Ask learners to
	familiar	disrupted.	summarize the main
	rhymes	• Have them read silently for the meaning from the	points in the lesson
	,iiico	text.	
		Assessment: let learners infer meaning from level-	
		appropriate texts	
Wednesday	Engage	C.GRAMMAR	What have we learnt
	learners to	<ul> <li>Review the simple present form of verbs by asking</li> </ul>	today?
	sing songs	learners to use them in sentences to express	
	and recite	needs/preferences, and thoughts/ideas.	Ask learners to
	familiar	• Review the simple past form of verbs by using them	summarize the main
	rhymes	to indicate: – Completed actions or events – Regular actions in the past	points in the lesson
		• Introduce the use of the simple past form of verbs in	
		sentences to express needs, interest and feelings. E.g.	
		Yesterday, I needed some money. I felt his absence	
		badly. I was interested in winning the competition last	
		year.	
		<ul> <li>Introduce these in turns and provide activities for</li> </ul>	
		practice.	
		practice.	
		Accessments let learners use the simple past form of	
		Assessment: let learners use the simple past form of	
		verbs to express past needs, interest and feeling:	
	_		
Thursday	Engage	D.WRITING	What have we learnt
	learners to	• Working in groups (as in B5.7.1.1), learners provide	today?
	sing songs	reasons for the opinions they hold on a topic.	
	and recite	<ul> <li>Guide groups to provide evidence for the opinions</li> </ul>	Ask learners to
	familiar	they hold.	summarize the main
	rhymes	<ul> <li>Have groups present their work for discussions.</li> </ul>	points in the lesson
		Assessment: let learners introduce claims and support	
		them with clear reasons and evidence using credible	
		sources	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
indy	learners to	• Use prepositions in sentences to convey the following	today?
			louay:
	sing songs	meanings:	Ack loarnars to
	and recite	- Position e.g. on	Ask learners to
	familiar	- Direction e.g. to	summarize the main
	rhymes	– Time e.g. at	points in the lesson
		– Purpose e.g. for	

		- Possession e.g. for	
		– Comparison e.g. taller than	
		– Support or opposition e.g. for you, against you	
		<ul> <li>Provide a text and guide learners with examples to</li> </ul>	
		identify positions used to show the following meanings.	
		Assessment: let learners use prepositions to convey a variety of meanings	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	<ul> <li>Have learners read independently books of their</li> </ul>	what they read to the
	choose and	choice during the library period.	whole class
	read books	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
	during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

	paragraph summary of each book read	
Vetted by :	Signature:	Date :
	AL AL	
	AP	

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				te :		
Period :				Lesson :		
Strand : GEC	DMETRY AND	MEASUREMENT Sub-stra	nd : I	Measurement		
Indicator (code) B5.3.2.1.1 B5.3.2.1.2				B5.3.2.1.3		
Content standard (code) B5.3.2.1. B5.3.2.1.			B5.3			
Performance	e Indicator	<ul> <li>Learners can estimate perimeter using referents for centimetre and metre, and calculate the actual perimeter and compare</li> <li>Learners can calculate perimeter of given shapes in centimetres and metres.</li> <li>Learners can calculate surface area of given shapes in centimetres and metres.</li> </ul>				
Core Competencies: Crea Leadership Critical Thinkin		tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	sessn	nent)	Phase 3: Plenary / Reflections	

Monday	Sing songs like: I'm counting one, what	Using pupils' referents for centimetre (hand span and thumb width) or metre (two strides or pace steps) estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, teacher's table, classroom floor, etc.) then measure with a ruler of tape and calculate the actual perimeter and compare the answers.	Review the lesson with Learners
	is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair		
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	examples Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes	Review the lesson with Learners

NANA FIIFI AC	alone it		
	shall be.	2cm	
	2	2cm 3cm	
	2	5cm 3cm	
		5cm	
		14cm 17cm 15cm 13cm	
		19cm 22cm	
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	Give learners compound 2D shapes that can be spilt to Review the lesson wi	th
	like:	many rectangles with given dimensions to find the Learners	
		surface area by adding areas of the various rectangles	
	l'm		
	counting	2¢m	
	_	2cm 3cm	
	one, what	5cm	
	is one	3cm	
	1 - One is	5cm	
	one alone,		
	alone it		
	shall be.	Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Give learners compound 2D shapes that can be spilt to Review the lesson wi	th
	like:	many rectangles with given dimensions to find the Learners	
		surface area by adding areas of the various rectangles	
	l'm		
	counting		
	one, what	2cm	
	is one	2cm 3cm	
	1 - One is	5cm	
		3cm	
	one alone,	5cm	
	alone it	18cm 26cm	
	shall be.	14cm 17cm 15cm 13cm	
	2 - Two	19cm 22cm	
	pair, two		
	pair come		
	pair let us	Assessment: have learners to practice with more	

MANAFIFIACOUNTSCHOOL

SUBJECT: SCIENCE

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Les	son :		
Character 111			Cub street	I T			
	MANS AND TH	10	Sup-stran		PERSONAL HYGIENE AND	SANITATION	
ENVIRONME					.02		
Indicator (co	ode)	B5.5.1.1.1					
Content sta	ndard (code)	B5.5.1.1.					
Performanc	e Indicator	Learners can know	w why it is	imp	ortant to wash clothes re	egularly	
Core Compo	toncios. Croa	tivity and Innovation	n Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Sol		inica			
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essn	Plenary / Reflections		
	the brain						
	for						
	learning)						
Monday				to d	iscuss among	What have we learnt	
				ems are needed to wash their today?			
sing songs clothes and underwear.			rwear.				
and recite		<ul> <li>Groups present their ideas to the whole class.</li> </ul>				Ask learners to	
	familiar	<ul> <li>Present to learn</li> </ul>	ers, real it	tems (soap, water, dirty		summarize the	
	rhymes	clothes, etc.) need	ded to was	sh clo	othes and underwear	important points of the	
		and demonstrate	how wash	ing i	s done.	lesson	
		Learners demor	strate hov	w wa	shing is done (a learner		
		from each group).					

IANA FIIFI AC	JUUAN		
		Assessment: let learners describe how washing is done	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</li> <li>In pairs, learners share ideas on what will happen if they don't wash their clothes and underwear regularly.</li> <li>Guide learners to design personal roster for washing their clothes, indicating the days and times which they will use to wash their dirty clothes.</li> <li>Assessment: let learners explain why it is important to wash clothes regularly</li> </ul>	Ask learners to summarize the important points of the lesson
etted by :		Signature:	Date :

SUBJECT: COMPUTING

	CL	ASS:	S	IX
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Week Ending:				Class size:				
Day :				Dat	Date :			
Period :					son :			
Strand : INTI	ERNET AND S	OCIAL MEDIA S	ub-stran	<b>d :</b> (	CUSTOMIZING YOUR BRO	WSER		
Indicator (co	ode)	B5.6.6.1.4. B5.6.6.	1.5 B5.	.6.6.	1.6			
Content star	ndard (code)	B5.6.6.1. B5.6.6.	.1. B5	5.6.6	.1.			
Performance	e Indicator	<ul> <li>Learners car</li> </ul>	n illustrat	e ho	ow to customise the brow	vser toolbar		
		<ul> <li>Learners car</li> </ul>	n identify	у со	okies in web browsers			
		<ul> <li>Learners car</li> </ul>	n illustrat	e ho	ow to set disk space or ca	iche usage		
				nica	tion and Collaboration Pe	ersonal Development and		
Leadership C	Critical Thinkin	ng and Problem Solvin	ng.		. 5			
Keywords					$\sim$			
Reywords								
T. L .R. (s)		Laptop						
Ref: Computing curriculum Page								
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning including asso			ient)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
	Engage	Facilitate learners to customi			he browser toolbar	What have we learnt		
Wednesday	learners to					today?		
sing songs Aid learners to recognize coc			okie	s in web browsers				
	and recite					Ask learners to		
	familiar	Guide learners to se	et disk sp	ace	or cache usage.	summarize the main		
	rhymes					points in the lesson		
			rners Illus	strat	e how to set disk space			
		or cache usage						

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:			
Day :				Date :			
Period :					son :		
Strand : Visual Arts			Sub-strand	<b>d :</b> P	lanning, Making And Co	mposing	
Indicator (c	ode)	B5 1.2.2.3			$\langle 0 \rangle$		
Content sta	ndard (code)	B5 1.2.2.					
Performanc	e Indicator	Learners can expe	eriment wit	h av	ailable relevant visual a	rts media and methods to	
		create own visual	artworks th	hat	reflect topical issues in A	Africa	
Leadership		tivity and Innovations and Problem Sol		nicat	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
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	materials and too study and expen- tools to create sin emerging topical methods and skill - clay, plasticine,	ols that are g riment with nple artwor issues in Afi Is e.g. papier mâc	good ava rks t rica ché (	to select available d for making artworks; ilable materials and hat reflect the using appropriate paper pulp), etc. for varn, paper, etc. for	What have we learnt today? Ask learners to summarize the main points in the lesson	

	207.11		
		<ul> <li>odds and ends for constructing and assembling;</li> </ul>	
		<ul> <li>brushes and paint for painting;</li> </ul>	
		<ul> <li>craft tools for perforating, shaping and punching;</li> </ul>	
		folding and shaping paper to make origami and quilling;	
		<ul> <li>spatula and scooping tools for modelling;</li> </ul>	
		- needle for sewing, etc.	
		I discuss and share their experiences through jury and	
		peer review;	
		Ise available materials in the environment to make	
		artworks similar to the works studied	
		Assessment: let learners experiment with available	
		relevant visual arts media and methods to create own	
		visual artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
weathesday	learners to	discuss and compare their artworks to the artworks	today?
	sing songs	studied	
	and recite		Ask learners to
	familiar	Assessment: let learners experiment with available	summarize the main
	rhymes	relevant visual arts media and methods to create own	points in the lesson
		visual artworks that reflect topical issues in Africa	

SUBJECT: HISTORY

Week Endi	ng:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Journey to Independence Sub-stra				nd:E	arly Protest Movemen	ts
Indicator (	code)	B5.5.1.1.4	1		$\langle 0 \rangle$	
Content sta	andard (code)	B5.5.1.1.				
Performan	ce Indicator	Learners can exa	imine sour	ces	of evidence about the	e role of Dr Joseph Boakye
		Danquah in the G	iold Coast `	Yout	h Conference	
-		-		inica	tion and Collaboration	Personal Development and
Leadership	Critical Thinkin	ng and Problem So	lving.		N.	
Keywords				$\mathbf{F}$		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain	X ~				
	for					
	learning)					
Tuesday	Engage				f J.B. Danquah in the	What have we learnt
	learners to	Gold Coast Youth	Conference	ce.		today?
	sing songs					
	and recite				of the role of J.B.	Ask learners to
	familiar	Danquah in the Gold Coast Youth Conference.				summarize the main
	rhymes					points in the lesson
	Who was					
	Joseph					
	Boakye					

	Danquah?		
	Where was		
	he born?		
Thursday	Engage	Field trip to Danquah Circle in Accra or his home where	What have we learnt
	learners to	possible or show pictures of Danquah Circle in Accra	today?
	sing songs		
	and recite	Assessment: let learners identify pictures of Danquah	Ask learners to
	familiar	Circle in Accra	summarize the main
	rhymes		points in the lesson
	Who was		
	Joseph		
	Boakye		
	Danquah?		
	Where was		
	he born?		

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

# SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:				Class size:			
Day :			Dat	Date :			
Period :			Les	Lesson :			
Strand : PHYSICAL FITNESS Sub-str				BODY COMPOSITION			
Indicator (co	ode)	B5.3.5.3.1:					
Content star	ndard (code)	B5.3.5.3.					
Performance	e Indicator	Learners can ident	tify the capabi	lities of the various body	types.		
Coro Compo	tension Cros	tivity and Innovatio	n Communica	tion and Collaboration D	orconal Dovalonment and		
		ng and Problem Solv		tion and Collaboration P	ersonal Development and		
Keywords			viiig.				
T. L .R. (s)		cones		.5			
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding assessn	nent)	Plenary / Reflections		
	(preparing		$\sim$				
	the brain						
	for		Y				
	learning)						
Friday	Learners	There are three m		•	End the lesson with cool		
	jog round a		•	ctomorph: Lean and	down activities and use		
	demarcate			cles Endomorph : Big,	questions to summarise		
	d area in	<b>.</b>	•	nd high tendency to	the lesson		
	files while		-	esomorph: Muscular			
	singing and		h metabolism	and responsive muscle			
	clapping to	cell.					
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: Class				Class size:			
Day :			C	Date :			
Period :			L	ess	on :		
Strand : The	e Family and C	commitment S	Sub-strand	:T	he Family and the Comr	nunity	
Indicator (c	ode)	B5.4.1.1.2					
Content sta	ndard (code)	B5.4.1.1.					
Performanc	e Indicator	Learners can dem	onstrate th	ning	s to do to show commi	tment as members of the	
		family				•	
-				icat	ion and Collaboration P	ersonal Development and	
Leadership	Critical Thinki	ng and Problem Solv	ing.				
Keywords					$\sim$		
Reywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu						
nei.		Julii Fage	-0				
DAY	Phase 1:	Phase 2: Main	~	, 		Phase 3:	
	Starter	(new learning inclu	iding asses	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage		sketch a demonstration on the		nstration on the	What have we learnt	
	learners to	following:			today?		
	sing songs	- taking part in fam	nily program	mm	es and activities,		
	and recite	- contributing to ar	nd attendin	ng w	eddings, funerals,	Ask learners to	
	familiar	naming ceremonie	s, etc.			summarize the main	
	rhymes					points in the lesson	
		Assessment: let lea	arners mer	ntio	n things to do to show		
		commitment as me	embers of t	the	family		

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:					Class size:			
Day :				Dat	e :			
Period :				Les	son :			
Strand : OUR NATION GHANA			Sub-strar	Sub-strand : Authority and Power				
Indicator (co	ode)	B5.4.2.1.1.						
Content star	ndard (code)	B5.4.2.1.						
Performance	e Indicator	Learners can reco	ognise pare	ents a	as source of discipline an	d character formation		
Leadership (		tivity and Innovation ng and Problem Sol		inica	tion and Collaboration P	ersonal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	OWOP curri	iculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections		
	(preparing							
	the brain	<i>N</i> .						
	for learning)							
Tuesday	Engage	Learners role play	, responsit	lo h	ehaviours as parents	What have we learnt		
Tuesday	learners to	and children at h	•			today?		
	sing songs		onic.			toddy.		
	and recite	Assessment: let le	earners			Ask learners to		
	familiar			ours	of parents and children	summarize the main		
	rhymes				points in the lesson			
Thursday	Engage	Learners write essays on how to become responsible What have we learnt				What have we learnt		
	learners to	adults.			-	today?		
	sing songs							
	and recite							

N	ANA FIIFI ACO	QUAH		
		familiar	Assessment: let learners write essays on how to	Ask learners to
		rhymes	become responsible adults	summarize the main
				points in the lesson

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

WANAFIELACOUNTSCHOOL

# SUBJECT: GHANAIAN LANGUAGE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						×
Strand : Rea	ading		Sub-strar	nd : F	luency	
Indicator (co	ode)	B5.2.8.1.1	B5.2.8.	1. 2	2	
Content star	ndard (code)	B5.2.8.1.	B5.2.8.	1.	27	
Performance	e Indicator	• The learn	er should	read	longer texts with minim	al mistakes
		• The learn	er should r	ead	naturally	
-				inica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.			
Keywords			$\overline{)}$			
T. L .R. (s)		Manila cards, ma	-	rdec	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAV	Dhasa 1.					Dhara 2
DAY	Phase 1: Starter	Phase 2: Main	luding acc	0000	vont)	Phase 3:
	(preparing	(new learning inc	iuuing ass	essn	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
	Engage	Give learners lo	onger passa	ages	to read aloud.	What have we learnt
leaners to  • Help learners read longe		ead longer	pass	ages with minimal	today?	
sing songs mistakes.						
	and recite familiar		cognise un	fami	liar words and discuss	
	rhymes	with learners.				
	,		game with	lear	ners in groups and in	Deview the large 11
		pairs.				Review the lesson with
						learners

				<b>_</b> .
Vetted by	J •	Signature	<b>.</b>	Date
veneu b	y	Jighatare		

# TERM THREE BASIC FIVE WEEK 4

MAMAFIIFIACOUNTSCHOOL

# SUBJECT: ENGLISH LANGUAGE

Week End	ling:	Class size:
Day :		Date :
Period :		Lesson :
Strand :		Sub-strand :
A.	Oral Language	A. Presentation
B.	Reading	B. Silent Reading
C.	Grammar Usag	
D.	Writing	D. Persuasive/Argumentative Writing
E.	Using Writing (	
F.	Extensive Reac	ling <b>F.</b> Building The Love And Culture Of Reading
Indicator	(code)	(B5.1.10.1.2 B5.1.10.1.3) B5.2.8.1.2 B5.3.5.1.5 B5.4.13.2.2 B5.5.7.1.1 B5.6.1.1.1
	tandard (code)	(B5.1.10.1. B5.1.10.1.) B5.2.8.1. B5.3.5.1. B5.4.13.2. B5.5.7.1. B5.6.1.1.
	nce Indicator	A. Learners can demonstrate awareness of the features of spoken language,
1 chionna		e.g. use of discourse markers – well, also, finally. Demonstrate awareness
		of how meaning is conveyed through appropriate pace, stress, tone –
		through reciting poems.
		<ul> <li>B. Learners can find the meaning of words as used in context</li> </ul>
		C. Learners can use irregular form of the simple past tense of verbs
		D. Learners can use words, phrases, and clauses to clarify the relationships
		between claim(s) and reasons
		E. Learners can use prepositions to convey a variety of meanings
		F. Learners can read a variety of age- and level appropriate books and present
		at least a-three-paragraph summary of each book read

-		tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Revise some differences between spoken and written forms of language, e.g. simplicity in spoken sentences and complexity of written sentences. e.g. written: I have not gone there. spoken: I haven't gone there.</li> <li>Demonstrate simplicity of spoken language by giving short and simple speeches on a topic.</li> <li>E.g. Introduction of a chairman.</li> <li>Encourage learners to give short and simple speeches on chosen topics, e.g. My Favourite Meal.</li> <li>Perform a familiar poem as learners listen and observe.</li> <li>Have learners discuss the recital with focus on intonation, stress and rhythm.</li> <li>Perform it again and have the class or groups do same.</li> <li>Individuals, pairs and groups now choose and perform their favourite poems.</li> <li>Have the class critique each effort.</li> <li>Assessment: let learners perform a familiar poem with focus on intonation, stress and rhythm</li> </ul>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use examples to show that words have different meanings.</li> <li>Have a vocabulary lesson to help learners find meaning of words in a text.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

IANA FIIFI ACC	~~/ // /	Have learners use Think-Pair-Share to discuss their	
		meaning together.	
		Assessment: let learners find the meaning of words as used in context	
Wednesday	Engage learners to	C.GRAMMAR	What have we learnt today?
	sing songs and recite	• Revise regular verbs in simple past forms	Ackloarparato
	familiar	<ul> <li>Introduce the simple past forms of irregular verb in context.</li> </ul>	Ask learners to summarize the main
	rhymes	• In groups, have learners come out with more simple	points in the lesson
	mymes	past forms of irregular verbs.	points in the lesson
		• Let groups read their verbs to the class.	
		Have learners use the verbs (past forms) in sentences	
		Assessment: let learners use irregular form of the simple past tense of verbs	*
Thursday	Engage	D.WRITING	What have we learnt
	learners to sing songs	• Lead learners to discuss appropriate language for arguments e.g. use of adjectives in their various forms.	today?
	and recite	<ul> <li>You may read out models of argumentative essays to</li> </ul>	Ask learners to
	familiar	guide learners.	summarize the main
	rhymes		points in the lesson
		Asessment: let learners use words, phrases, and clauses	
		to clarify the relationships between claim(s) and reasons	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Let learners construct sentences to convey the</li> </ul>	today?
	sing songs	following uses of prepositions, to show:	
	and recite	i. Position – she is standing by the car.	Ask learners to
	familiar	ii. Direction – They went towards the East.	summarize the main
	rhymes	iii. Time – He left at dawn.	points in the lesson
		iv. Purpose – I bought this hoe for weeding my garden.	
		v. Possession – The shirt is for Kofi	
		vi. Comparison vii. Support or opposition – My views are against his	
		plans.	
		• Have learners write a short paragraph containing	
		examples of the prepositions discussed.	
		Assessment: let learners use prepositions to convey a	
		variety of meanings	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and		whole class
	read books	• Learners think-pair-share their stories with peers.	

during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
library	summary of the book read.	
period	• Invite individuals to present their work to the class for	
	feedback.	
	Personal	
	Assessment: let learners read a variety of age- and	
	level appropriate books and present at least a-three-	
	paragraph summary of each book read	

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SUBJECT:

Week Ending:				Class size:	
Day :			Dat	te :	
Period :			Les	Lesson :	
Strand : GEC	OMETRY AND	MEASUREMENT Sub-s	trand : I	Measurement	
Indicator (co	ode)	B5.3.2.2.1 B5.3.3.2.2	B5.3.2.	2.3	
Content star	ndard (code)	B5.3.2.2. B5.3.3.2.	B5.3.2.2	2.	
• La si • La		<ul> <li>Learners can determine the volume of boxes by finding how many cubes of sizes 1cm3 each contains</li> <li>Learners can Determine different sizes of boxes that have the same volume</li> </ul>			
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L.R. (s) Counters		Counters			
Ref:	Mathematic	s curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	assessn	nent)	Phase 3: Plenary / Reflections

NANA FIIFI AC	JUUAN		
monday	Sing songs	1 Show learners an object which is a <b>cubic centimetre</b>	Review the lesson with
	like:	(or 1 cm <sup>3</sup> ) and another object which is a cubic metre	Learners
		(or 1 m <sup>3</sup> )	
	l'm		
	counting	1 cm	
	one, what	+ 1cm->	
	is one	Volume = $1 \text{ cm}^3$	
	1 - One is		
	one alone,	2 Let learners explore the classroom and compound	
	alone it	to find that can be used as	
	shall be.	referents for the cubic centimetre (1cm ) and cubic	
	2 - Two	metre (1m <sup>3</sup> ). Example of 1m <sup>3</sup> is polytank; and 1cm <sup>3</sup> is	
	pair <i>,</i> two	cube sugar.	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners identify containers in the classroom and	Review the lesson with
	like:	compound that can be measured using cubic	Learners
		centimetre (cm <sup>3</sup> ) and cubic metre (m <sup>3</sup> )	
	l'm		
	counting		
	one, what	1 meter	
	is one		
	1 - One is	1 meter 1 meter	
	one alone,	10 cm × 10 cm × 10 cm	
	alone it	1 000 cm <sup>3</sup> - 1 L	
	shall be.		
	2 - Two		
	pair, two		
	pair come	Ask learners to explore and state the relationship	
	pair let us	between 1cm <sup>3</sup> and 1m <sup>3</sup> ; that is, a cubic is the	
	pair	volume of a cube with measurements	
	3 - Turn	1cm×1cm×1cm, and is equal to1/1,000,000of a cubic	
	around	meter,1/1,000	
	4 - Follow	of a litre ( <b>i.e.</b> 1m <sup>3</sup> =100cm×100cm×10cm =1,000,000cm	
	me	). cubes is 1m	
	5 - Fire		
		Assessment: have learners to practice with more	
		examples	
NANA FIIFI ACC			
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Wednesday	Sing songs	E.g. 1 Ask learners to determine the volume of	Review the lesson with
	like:	different sizes of boxes by investigating how many	Learners
		cubes of sizes 1cm <sup>3</sup> can fill the containers. i.e. for box A,	
	ľm	the base can take 2 by 7 1cm <sup>3</sup> , and to fill it this	
	counting	arrangement will done 3 times, hence Volume of A is	
	one, what	base area × height = 2×7×3=42cm <sup>3</sup>	
	is one	E.g. 2 Ask learners to determine the volume of the	
	1 - One is	boxes B, C, D and E	
	one alone,		
	alone it	A	
	shall be.		
	2 - Two		
	pair, two	B	
	pair		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	3 Guide learners to deduce the rule for volume of a	Review the lesson with
	like:	box, and use is to calculate volumes of given boxes – F,	Learners
		G and H. That is, if the base area is $ll  imes ww$ and the	
	ľm	height is $^{h}$ , then the. Volume of box is given by $ll  imes ww$	
	counting	× h	
	one, what		
	is one		
		6cm 6cm F 3cm 2cm 6cm 6cm 6cm 6cm 6cm 6cm 6cm 6cm 6cm 7cm 7cm 7cm 7cm 7cm 7cm 7cm 7cm 7cm 7	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Given 12 centimetre cubes, ask learners to find the	Review the lesson with
	like:	different dimensions of boxes that can take the cubes. F	drearners
		12 cubes the boxes can be of dimension 1cm×1cm× 12c	m
	ľm	or 2cm×2cm×6cm. Can we find any more drawings.	
	counting	E.g. 2 Ask learners to investigate with 20, 24, 30 and 48	
	one, what	centimetre cubes and draw all possible boxes	
	is one		
L	1		

1 - One is one alone,		
alone it		
shall be.	6cm	
2 - Two	2cm	
pair, two	2cm	
pair come	1cm	
pair let us	12cm	
pair	Assessment: have learners to practice with more	
	examples	

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SUBJECT: SCIENCE

Week Ending:			Class size:				
Day :	Day :			Dat	e :		
Period :			Lesson :				
Strand : HUMANS AND THE Sub-st			Sub-stran	<b>d</b> : F	PERSONAL HYGIENE AND	SANITATION	
ENVIRONM	ENT						
Indicator (co	ode)	B5.5.1.2.1			$\sim$		
	ndard (code)						
Performanc	e Indicator	Learners can know	w how to k	eep	washrooms clean		
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Monday	Engage	Engage them in a	discussion	on	now to keep the	What have we learnt	
/	learners to	lavatory clean.		-		today?	
	sing songs		key points	as:	flushing immediately	,	
	and recite	after use, urinatin	ig directly i	n th	e toilet bowl,	Ask learners to	
	familiar	keeping used tissu	ues in wast	e co	ntainers rather than	summarize the	
	rhymes	throwing them on	the floor,			important points of the	
		regularly removin	g used tiss	ues	and burning them	lesson	

		Assessment: let learners describe how to keep	
		washrooms clean	
Thursday	Engage	Learners investigate the risks associated with the use of	Ask learners to
	learners to	dirty washrooms.	summarize the
	sing songs		important points of the
	and recite	Assessment: let learners design a poster to be pasted in	lesson
	familiar	their school's washroom	
	rhymes		

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SUBJECT: HISTORY

Week Endi	ng:				Class size:		
Day :	Day :			Date :			
Period :	Period :			Les	son :		
Strand : Jo	Strand : Journey to Independence Sub-stra				arly Protest Movement	s	
Indicator (	code)	B5.5.1.1.4					
Content sta	andard (code)	B5.5.1.1.					
Performan	ce Indicator	Learners can exa	imine sourc	ces	of evidence about the	role of Dr Joseph Boakye	
		Danquah in the G	iold Coast Y	′out	h Conference		
-		•		nica	tion and Collaboration I	Personal Development and	
Leadership	Critical Thinki	ng and Problem So	lving.		Y~		
Keywords				)-			
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment)				Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage				f J.B. Danquah in the	What have we learnt	
	learners to	Gold Coast Youth	Conference	e		today?	
	sing songs						
	and recite		-	.B. C	anquah and the Gold	Ask learners to	
	familiar	Coast Youth Conf	erence			summarize the main	
	rhymes					points in the lesson	
					of the role of J.B.		
	What was	Danquah in the G	iold Coast Y	out	n Conference		
	Joseph						
	Boakye						

Danguah		
e?		
Engage	Present a narrative of the role of J.B. Danquah in the	What have we learnt
learners to	Gold Coast Youth Conference	today?
sing songs		
and recite	Learners retell the story of J.B. Danquah and the Gold	Ask learners to
familiar	Coast Youth Conference	summarize the main
rhymes		points in the lesson
	Assessment: let learners narrate the story of J.B.	
What was	Danquah and the Gold Coast Youth Conference	
Joseph		
-		
-		
role in the		
Gold Coast		
Youth		
Conferenc		
e?		
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	17°.	
	Danquah role in the Gold Coast Youth Conferenc e? Engage learners to sing songs and recite familiar rhymes What was Joseph Boakye Danquah role in the Gold Coast Youth Conferenc e?	Danquah role in the Gold CoastYouth Conferenc e?Engage learners to sing songs and recite familiar rhymesPresent a narrative of the role of J.B. Danquah in the Gold Coast Youth ConferenceLearners retell the story of J.B. Danquah and the Gold Coast Youth ConferenceMaterial substrained Assessment: let learners narrate the story of J.B. Danquah and the Gold Coast Youth ConferenceWhat was Joseph Boakye Danquah role in the Gold Coast Youth Conferenc e?

SUBJECT: CREATIVE ARTS

Week Ending:			Class size:				
Day :			Date :				
Period :				Les	son :		
Strand : Per	forming Arts	S	Sub-strand : Planning, Making and Composing				
Indicator (co	nde)	B5 2.2.2.3					
	ndard (code)	B5 2.2.2.					
Performanc	. ,		riment v	with	available relevant per	forming arts media and	
						ct topical issues in Africa	
Core Compe	tencies: Crea	•				ersonal Development and	
		ng and Problem Solvi					
			0	$\overline{\mathcal{N}}$			
Keywords							
T. L .R. (s)	[	Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	ding ass	accm	ent)	Plenary / Reflections	
	(preparing (	(new rearring meru	ung asso	5311		richary / Keneedons	
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:				What have we learnt	
	learners to	I explore the local	environm	nent	to select available	today?	
	sing songs	instruments, equip	ment, so	unds	, melody, rhythms,		
	and recite	movement pattern	s that are	e goo	d for	Ask learners to	
	familiar	composing/arrangi	ng and pe	erfor	ming music, dance,	summarize the main	
	rhymes	drama, poems, app	ellations	, etc	;	points in the lesson	
		I experiment with	the avail	able	instruments,		
		equipment, sounds	, movem	ent	patterns, melody etc. to		
		perform some of th	ne compo	sitio	ns of the Ghanaian		

	artists studied that reflect topical issues of much concern in Africa; Assessment: let learners experiment with available relevant performing arts	
	Assessment: let learners	
	experiment with available relevant performing arts	
	media and techniques to create own performing	
	artworks that reflect topical issues in Africa	
Engage	Learners are to:	What have we learnt
learners to	discuss and share their experiences through peer	today?
sing songs	review.	
and recite		Ask learners to
familiar	Assessment: let learners experiment with available	summarize the main
rhymes	relevant performing arts media and techniques to	points in the lesson
	create own performing artworks that reflect topical	
	issues in Africa	
	Signatura	Data :
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	learners to sing songs and recite familiar rhymes	learners to sing songs and recite familiar rhymes discuss and share their experiences through peer review. Assessment: let learners experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Les	son :		
Strand : PHYSICAL FITNESS CONCEPTS, Sub-strar					ITNESS PROGRAMME		
PRINCIPLES	AND STRATEG	GIES					
Indicator (co	ode)	B5.4.1.4.1					
Content sta	ndard (code)	B5.4.1.4.					
Performance	e Indicator	Learners can mor	nitor the int	tens	ity of one's heart rate du	rring physical activity.	
-		l itivity and Innovation ng and Problem So		nica	tion and Collaboration Po	ersonal Development and	
Keywords					C/		
T. L .R. (s)		Cones					
Ref:	PE curriculu	im Page			$\sim$		
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essn	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners				ising their age. Learners	End the lesson with cool	
	jog round a				t by palpating at the	down activities and use	
	demarcate			-	uring exercise, learners	questions to summarise	
	d area in	should be encour	-			the lesson	
	files while				tain beat per minutes.		
	singing and				blar wrist watches, polar		
	clapping to	-			that determine exercise		
	warm-up	intensity and hea		-			
	the body	-		stha	t determine calories		
	for	burnt, distance co	overed				
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:			
Day :			(	Date :			
Period :			I	Less	on :		
Strand : The Family and Commitment			ub-strand	<b>1 : T</b>	he Family and Commitm	ent	
Indicator (co	ode)	B5.4.1.1.2					
Content sta	ndard (code)	B5.4.1.1.					
Performanc	e Indicator	Learners can demo	onstrate th	hing	s to do to show commi	tment as members of the	
		family				~	
Core Compe	etencies: Crea	tivity and Innovation	Commun	nicat	ion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solvir	ng.				
Kaunanala							
Keywords							
T L D (a)		Distures					
T. L .R. (s)		Pictures					
Ref:	RME curricu	lium Page		2			
DAY	Phase 1:	Phase 2: Main	$\mathbf{G}$			Phase 3:	
	Starter		ting acco	ccm	ont)	Plenary / Reflections	
	(preparing	(new learning including assessment)		richary / Reflections			
	the brain						
	for						
	learning)						
Friday	Engage	In groups, let learne	ers discuss	s thi	ngs they have to do to	What have we learnt	
	learners to	show commitment t	to their fa	amil	у.	today?	
	sing songs						
	and recite	Assessment: let lear	ners mer	ntio	n things to do to show	Ask learners to	
	familiar	commitment as mer	mbers of	the	family	summarize the main	
	rhymes					points in the lesson	

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Character Old		A N I A	C. h. atua				
Strand : 001	R NATION GH	ANA	Sub-strar	1 <b>a</b> : A	Authority and Power	$\checkmark$	
Indicator (co	ode)	B5.4.2.2 .1.					
Content star	ndard (code)	B5.4.2.2					
Performance	e Indicator	Learners can expl	ain and ap	prec	iate the importance of d	emocratic governance	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem So	lving.				
Keywords			~	7			
T. L .R. (s)		Pictures					
Ref:	OWOP curri	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections	
	(preparing	6					
	the brain						
	for						
	learning)						
Tuesday	Engage	earners identify v	arious per	sons	and bodies who are	What have we learnt	
	learners to	responsible in gov	verning the	eir so	hool e.g. headteacher,	today?	
	sing songs	teachers, school	orefects.				
	and recite					Ask learners to	
	familiar	Learners discuss t	he import	ance	of good governance in	summarize the main	
	rhymes	their school.				points in the lesson	
		Assessment: let le	earners w	rite i	mportance of good		
		governance in the	eir school				

Thursday	Engage	Learners in groups suggest ways in which school	What have we learnt
	learners to	governance could be improved.	today?
	sing songs	Groups present their report in class	
	and recite		Ask learners to
	familiar	Assessment: let learners suggest ways in which school	summarize the main
	rhymes	governance could be improved.	points in the lesson

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:			Class size:				
Day :				Dat	Date :		
Period :	Period :				ion :		
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-stran	<b>d :</b> E	LECTRONIC EMAIL		
SUB-STRAND							
Indicator (co	ode)	B5.6.7.1.1. B5.6	5.7.1.2				
	ndard (code)	B5.6.7.1. B5.6	.7.1.				
Performance	e Indicator	Learners	can identif	y the	various e-mail service p	providers	
					e the use of internet e-n		
-		-		nicat	ion and Collaboration P	ersonal Development and	
Leadership C	ritical Thinkir	ng and Problem So	iving.		.5		
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
			2				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asso	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain for						
	-	dr					
	learning) Engage	Guide learners to	evolore or	h tho	various email service	What have we learnt	
Wednesday	learners to		-			today?	
weathesday	sing songs	providers (email, outlook.com, icloud mail).					
	and recite	Guide learners to	o start an er	naila	address. Assist learners	Ask learners to	
	familiar				summarize the main		
	rhymes				points in the lesson		
	-	Assessment: let le	earners des	scrib	e the use of internet e-		
		mail addresses.					

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

### SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						•
Strand : Rea	ding		Sub-stran	n <b>d :</b> S	ummarising	
Indicator (co	ode)	B5.2.9.1.1	B5. 2.9.	1.2		
Content star	ndard (code)	B5.2.9.1.	B5. 2.9.	1.		
Performance	e Indicator	• Tł	ne learner s	shou	Id give the summary of lo	onger texts.
					d write main ideas in a g	
-				inica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Keywords						
Reywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rdec	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Let learners rea				What have we learnt
	leaners to sing songs	Let learners rec	ognise the	mai	n ideas in each	today?
	and recite	paragraph read.				
	familiar				dea found in each	
	rhymes	paragraph and di		-	-	
	-		-		e main ideas in a text.	Doviou the lesses with
			-		es of the texts orally	Review the lesson with
		before writing in	their book	s.		learners

	Assessment: let learners give the summary of longer texts.	
Engage leaners to sing songs and recite familiar rhymes	Let learners select the main facus non-cach	What have we learnt today? Review the lesson with
	Assessment: let learners write main ideas in a given text	learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners

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

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# TERM THREE BASIC FIVE WEEK 5



## SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
		AHSCHO			
Strand :	Sub-strar				
A. Oral Language		resentation			
B. Reading		lent Reading			
C. Grammar Usage A					
D. Writing		ersuasive/Argumentative Writing			
E. Using Writing Con		Jsing Conjunctions			
F. Extensive Reading	<b>F.</b> Βι	uilding The Love And Culture Of Reading			
Indicator (code)	(B5.1.10.2.1 B5.1.10.2.2) B	5.2.8.1.3 B5.3.5.1.6 B5.4.13.2.3 B5.5.8.1.1 B5.6.1.1.1			
Content standard (code)	(B5.1.10.2. B5.1.10.2.) B5.	2.8.1. B5.3.5.1. B5.4.13.2. B5.5.8.1. B5.6.1.1.			
Performance Indicator	A. Learners can speak	audibly and coherently, using the appropriate voice			
	qualities (pace, ton	e etc.). Read aloud clearly, at a good pace and with			
	expression				
	r questions based on the passage read				
	C. Learners can use the past continuous form of verbs to talk about actions/events that were going on when a second action/event took place.				
	D. Learners can establish and maintain a formal style				
	E. Learners can identify	y and use conjunctions			
	F. Learners can read a	variety of age- and level appropriate books and present			
	at least a-three-para	ragraph summary of each book read			

Keywords			
Reywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or library.	n a manila card and a clas
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent.</li> <li>Discuss the differences and ask learners to tell the importance of clear speech.</li> <li>Create situations for learners to engage in dialogue (a pair at a time) or speech delivery.</li> <li>Encourage them to maintain a good pace and tone.</li> <li>Invite comments from the class after each delivery</li> <li>Have learners listen to audio recordings of speeches or listen to news read in English.</li> <li>Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is.</li> <li>Use further samples to show that good speeches are presented with the appropriate expression and at a good pace.</li> <li>In groups learners pick topics for their speeches. They prepare and deliver in turns. Let them deliver the speeches in about five (5) minutes each.</li> <li>Have the class discuss the pace and use of appropriate expressions.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

IANA FIIFI ACO Tuesday	Engage	B.READING	What have we learnt
racsaay	learners to	Learners pose and answer questions that clarify	today?
	sing songs	meaning and promote deeper understanding of a text.	toddy:
	and recite	• Questions can be generated by the learner, a peer or	Ask learners to
	familiar	an adult. E.g.	summarize the main
	rhymes	i. Why did the character do nothing?	points in the lesson
	ingines	ii. How did it make them feel?	points in the lesson
		II. How did it make them reer?	
		Assessment: let learners answer questions based on	
		the passage read	
Wednesday	Engage	C.GRAMMAR	What have we learnt
	learners to	• Introduce the concept by reviewing the present	today?
	sing songs	continuous form of verbs.	
	and recite	• Use the concept in context and have learners identify	Ask learners to
	familiar	the time of the actions.	summarize the main
	rhymes	Have learners construct similar sentences.	points in the lesson
		• Explain that the past continuous form of verbs is used	
		to talk about actions/events that were going on when a	
		second action/event took place.	
		• In pairs let learners write sentences using the past	
		continuous form of verbs.	
		Assessment: let learners use the past continuous form	
		of verbs to talk about actions/events that were going	
		on when a second action/event took place	
Thursday	Engage	D.WRITING	What have we learnt
,	learners to	Using models, discuss the basic structure of an	today?
	sing songs	argumentative piece:	,-
	and recite	- Introduction.	Ask learners to
	familiar	– Reasons for the stand taken.	summarize the main
	rhymes	- Conclusion.	points in the lesson
	ingines -	Have groups present full compositions using this	
		structure for class discussions and feedback	
		Assessment: let learners establish and maintain a	
		formal style	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to		today?
	sing songs	Revise simple conjunctions. Provide simple sentences	
	and recite	and let learners join them using and, or/nor, but.	Ask learners to
	familiar	• Introduce because, since, so, although, in context.	summarize the main
	rhymes	e.g. I'm late because I missed the bus. Although Afi is	points in the lesson
	ingines	has eye problems, she doesn't wear glasses. He eats	
		well, so he is healthy.	
		שבוו, גט ווב וג וובמונווץ.	

	CQUAII		
		<ul> <li>Guide learners to discover the functions of these</li> </ul>	
		conjunctions.	
		<ul> <li>Have them practise using these conjunctions in their</li> </ul>	
		own sentences.	
		Assessment: let learners identify and use conjunctions	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	<ul> <li>Have learners read independently books of their</li> </ul>	what they read to the
	choose and	choice during the library period.	whole class
r	read books	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
	during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

Vetted by :		Signature:	Date :
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		MAY	
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SUBJECT: Mathematics

Week Ending:				Class size:		
Day :				te :		
Period :				Lesson :		
Strand : GEC	METRY AND	MEASUREMENT Sub-	strand : I	Measurement - Angles		
Indicator (co	ode)	B5.3.3.2.4 B5.3.3.3.1	L B5.3	B5.3.3.3.2		
Content star	ndard (code)	B5.3.3.2. B5.3.3.3.	B5.3	B5.3.3.3.		
Performance	e Indicator	<ul> <li>Learners can demonstrate an understanding of capacity by describing the relationship between capacity and volume as well as litre and 10cm3</li> <li>Learners can identify examples of angles in the environment that are equal to, less than or larger than, a right angle</li> <li>Learners can measure given angles with a protractor and classify them according to their measured sizes – right, acute, obtuse and reflex</li> </ul>				
		tivity and Innovation Con ng and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	g assessn	nent)	Phase 3: Plenary / Reflections	

NANA FIIFI ACO			<b>_</b>
monday	Sing songs like: I'm counting one, what is one 5 - Fire	Give learners a litre container and a 10cm×10cm×10cm container (i.e. a 1000cm <sup>3</sup> container. Ask them to fill one with water and empty it into the other; and ask them to explore and state the relationship between 1cm <sup>3</sup> and 1m <sup>3</sup> i.e. 10cm×10cm×10cm =1000cm <sup>3</sup> = 1 <i>litre</i> . [see B5.3.2.2.1 i.e. 1000litres is 1m <sup>3</sup> ] Note: the volume is the actual amount of something which covers a definite space. Capacity is the potential amount of a substance which an object is able to hold (units are litres and millilitres , gallons, etc).	Review the lesson with Learners
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair, two pair come pair let us pair	Give learners a litre container and a 10cm×10cm×10cm container (i.e. a 1000cm <sup>3</sup> container. Ask them to fill one with water and empty it into the other; and ask them to explore and state the relationship between 1cm <sup>3</sup> and 1m <sup>3</sup> i.e. 10cm×10cm×10cm =1000cm <sup>3</sup> = 1 <i>litre</i> . [see B5.3.2.2.1 i.e. 1000litres is 1m <sup>3</sup> ] Note: the volume is the actual amount of something which covers a definite space. Capacity is the potential amount of a substance which an object is able to hold (units are litres and millilitres , gallons, etc).	Review the lesson with Learners

NANA FIIFI ACC	JUAH		
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	Review the definition of angles: angles as the region formed in a plane when two lines meet or cross, they form an Angle. And ask learners to identified angles in the classroom and compound. E.g. opening laptop, door, window, pair of scissors, pavement floor, etc.	Review the lesson with Learners
	shall be. 2 - Two pair, two pair come pair let us pair	<ul><li>E.g. 2 Guide learners to see right angles and fold right angles from</li><li>paper. Ask learners to identify examples of angles in the classroom and compound that are equal to, less than or larger than, a right angle</li></ul>	
		right-angle i right-angle i right i	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	E.g. 1 Review with learners how to use the protractor to measure angles	Review the lesson with Learners
	I'm counting		

one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair let us pairImage: Concerning angles; ask them to read the angles or place their protractors on it and read itImage: Concerning angles; ask them to read the angles or place their protractors on it and read it	
1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us it	
one alone, alone it shall be. 2 - Two pair, two pair come pair let us it	
one alone, alone it shall be. 2 - Two pair, two pair come pair let usAnti clockwise a 	
alone it       clockwise       Antt clockwise       Antt clockwise         shall be.       2 - Two       E.g. 2 Give learners photocopied worksheets with         pair, two       E.g. 2 Give learners photocopied worksheets with         pair come       pair let us       read the angles or place their protractors on it and read	
shall be.2 - Twopair, twopair comepair let us	
pair, two pair come pair let usE.g. 2Give learners photocopied worksheets with protractor in position measuring angles; ask them to read the angles or place their protractors on it and read it	
pair come pair let us it	
pair let us	
h it	
3 - Turn	
around E.g. 4 Give learners photocopied worksheets with	
4 - Follow several angles to measure and sort into those which	
me are – right, acute obtuse angles.	
5 – Fire	
P A	
Assessment: have learners to practice with more	
examples	
FridaySing songsE.g. 5Ask learners to draw various angles such asReview the	lesson with
like: 300, 450,600, 750, 900, 1200, 1500,2700, etc. Learners	
I'm Assessment: have learners to practice with more	
counting examples	
one, what	
is	

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

SUBJECT: SCIENCE

Week Ending:				Class size:				
Day :				Dat	e :			
Period :				Les	son :			
Strand : HUI	MANS AND TH	IE	Sub-strar	nd : F	PERSONAL HYGIENE AND	SANITATION		
ENVIRONME	INT							
Indicator (co		B5.5.1.2.2						
-	ndard (code)	B5.5.1.2.						
Performance			onstrate h	low	o clean the environmer	nt regularly		
_		tivity and Innovation ng and Problem Sol		inica	tion and Collaboration F	Personal Development and		
Keywords								
T. L .R. (s)		Pictures	<u></u>					
Ref:	Science curi	riculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	luding ass	essn	nent)	Plenary / Reflections		
	(preparing the brain							
	for							
	learning)							
Monday	Engage	Assemble various	items for	clea	ning the environment	What have we learnt		
	learners to	o today?						
	sing songs		•		serve tidy and untidy			
	and recite	parts of the nearb				Ask learners to		
	familiar				lean environments.	summarize the		
	rhymes				v to make the unclean	important points of the		
		environments as	ciean as th	ose	that are clean.	lesson		

VANA FIIFI AC			
		Assessment: let learners mention how to make the	
		unclean environments as clean as those that are clean.	
Thursday	Engage	Learners discuss some materials that are used for	Ask learners to
	learners to	cleaning the home, the school and the community.	summarize the
	sing songs	• Demonstrate to learners the correct way of using the	important points of the
	and recite	cleaning tools, e.g. brooms, rags, ceiling brush,	lesson
	familiar	dustpans and dustbins.	
	rhymes	• Learners are assisted to know the need to keep the	Project:
		environment clean.	Learners design posters
		• Engage learners to use local cleaning tools to clean	to create awareness on
		the classroom and the school environment	the need to keep the
			school, home and
		NB: Teachers are encouraged to form an	Community clean and
		environmental awareness club in the class after this	exhibit their work in the
		lesson	school.
		Assessment: let learners mention how to clean the	
		environment regularly	
/etted by :		Signature:	Date :
		4	
		-	

Vetted by :	Signature:	Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:			Class size:				
Day :				Dat	Date :		
Period :				Les	Lesson :		
Strand : INTERNET AND SOCIAL MEDIA Sub-stran				<b>d :</b> E	LECTRONIC EMAIL		
SUB-STRAND	)						
Indicator (co	ode)	B5.6.7.1.3 B5.6.	7.1.4.				
	ndard (code)	B5.6.7.1. B5.6.	7.1.				
Performance	e Indicator	Learners of	can create	an	email account e.g. Yaho	o mail or Gmail account.	
		(Yahoo Ma	ail or Gmai	l acc	ount.).		
		<ul> <li>Learners c</li> </ul>	an illustrat	te vi	ewing received message	s and Create or Compose	
		messages.			9		
		•		nica	tion and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	lving.				
Keywords							
IC y WOI US							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
	Engage		create em	ail a	ccount (i.e. the possible		
Wednesday	learners to	steps).				today?	
	sing songs						
	and recite	Guide learners to	write mes	sage	s, format text, etc	Ask learners to	
	familiar	A				summarize the main	
	rhymes				e viewing received	points in the lesson	
		messages and Cre	eate or Con	npos	se messages		

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

SUBJECT: CREATIVE ARTS

Week Ending:					Class size:		
Day :				Date :			
Period :					son :		
	- 1						
Strand : Visu	ial Arts		Sub-stran	i <b>a</b> : L	Displaying and Sharing	$\checkmark$	
Indicator (co	ode)	B5 1.3.4.3					
Content sta	ndard (code)	B5 1.3.4.					
Performanc	e Indicator	Learners can plan	an exhibit	tion	of own portfolio of visua	I artworks to educate and	
		share creative exp	periences o	of ar	works that reflect the to	opical issues in Africa	
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Sol					
Keywords			1	)-			
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
	1					-	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:				What have we learnt	
	learners to	I watch a short vi	today?				
	sing songs	exhibition centre,	preferably	ing the circuit, district			
	and recite	or regional cultura	al festival o	of th	e cultural education	Ask learners to	
	familiar	unit of the Ghana	Education	Ser	vice);	summarize the main	
	rhymes	I discuss the need	d for displa	aying	portfolio of own visual	points in the lesson	
		artworks;					
		🛾 develop a roadn	nap for the	e exł	ibition by: - fixing a		
		date - selecting a	venue - inv	vitin	g an audience		

UAN		
UAN	<ul> <li>Image: brainstorm to agree on a theme for the exhibition (e.g. the Future of Africa);</li> <li>Image: send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, For example, parents, PTA/SMC members, stakeholders, colleague learners;</li> <li>Image: select works for the exhibition by considering (e.g. creativity and originality, finishing and decoration,</li> </ul>	
	Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa	
Engage learners to sing songs and recite familiar rhymes	Learners are to: decide on mode of display (e.g. by hanging, draping, spreading); Image: plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); Image: clean and prepare the hall and its environment and make it ready for the exhibition. Image: plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc. Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa	What have we learnt today? Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar	Image: Barainstorm to agree on a theme for the exhibition (e.g. the Future of Africa); Image: Send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, For example, parents, PTA/SMC members, stakeholders, colleague learners;         Image: Base of the service of the exhibition by considering (e.g. creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance);         Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa         Engage       Learners are to:         decide on mode of display (e.g. by hanging, draping, spreading);         and prepare the hall and its environment and make it ready for the exhibition.         Image: plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc.         Assessment: let learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa

Vetted by :....

Signature: ..... Date : .....

SUBJECT: HISTORY

Week Ending:					Class size:		
Day :				Date	2:		
Period :					on :		
Strand : Jou	urney to Indep	endence	Sub-stran	<b>d :</b> ⊺	ne 1948 Riots And After	· · · · · · · · · · · · · · · · · · ·	
	, ,						
Indicator (	code)	B5.5.3.1.1	I				
Content sta	andard (code)	B5.5.3.1.					
Performan	ce Indicator	Learners can exp	lain why pe	eopl	e were unhappy in the	country after the Second	
		World War			5		
-		•		nicat	ion and Collaboration F	Personal Development and	
Leadership	Critical Thinki	ng and Problem So	lving.				
Keywords				)-			
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage				on the general state	What have we learnt	
	learners to	of affairs after th				today?	
	sing songs	honour the prom					
	and recite	adequate housing	g and high c	cost	of imported goods etc	Ask learners to	
	familiar					summarize the main	
	rhymes					points in the lesson	
					e the general state of		
	When was	affairs after the S	econd Worl	ld W	ar in the country		
	the Second						
	World War						

JUAN		
fought?		
What		
promises		
were made		
to the Gold		
Coast		
soldiers		
who		
fought in		
the war?		
Engage	Discuss how government handled their grievances at	What have we learnt
learners to	the time	today?
sing songs		
and recite		Ask learners to
familiar	Assessment: let learners mention how government	summarize the main
rhymes	handled their grievances	points in the lesson
	in the country after the Second World War	
When was		
the Second		
World War		
fought?		
What		
promises		
were made		
to the Gold		
Coast		
soldiers		
who		
fought in		
the war?		
	fought? What promises were made to the Gold Coast soldiers who fought in the war? Engage learners to sing songs and recite familiar rhymes When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in	fought? What promises were made to the Gold Coast soldiers who fought in the war?Discuss how government handled their grievances at the timeEngage learners to sing songs and recite familiar rhymesDiscuss how government handled their grievances at the timefamiliar rhymesAssessment: let learners mention how government handled their grievances in the country after the Second World WarWhen was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in

Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

Week Ending:					Class	size:		
Day :					Date :			
Period :					Lesson :			
Strand : PHYSICAL FI	TNESS CONCEPT	TS, PRINCIPLES	AND	Sub-sti	rand : FITNESS	PROGRAMME		
STRATEGIES								
Indicator (code)			B5.4.1.4					
Content standard (c	-		B5.4.1.4					
Performance Indicat	tor					uscle strength and muscle		
						ll performance		
=			imunicat	ion and	Collaboration	Personal Development and		
Leadership Critical T	hinking and Prol	blem Solving.			5			
Keywords								
T. L .R. (s)			cones					
Ref:		PE curriculum	Page					
DAY	Phase 1:		Phase 2	2: Main		Phase 3:		
	Starter			arning i	Plenary / Reflections			
	(preparing the	brain	assessn	nent)				
	for learning)							
Friday	Learners jog ro			er explai		End the lesson with cool		
	demarcated ar				movement, ong arm, chest,	down activities and use		
	while singing a		and bad		•	questions to summarise		
	warm-up the b	-	therefo			the lesson		
maximal performance and			movem	ents in	these parts of			
	to prevent inju	iries	the boo	ly.				

Vetted by :	Signature:	Date :
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:	LESSON PLAN
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## SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:			Class size:		
Day :			Date :		
Period :				son :	
e Family, Auth	ority and	Sub-strand	<b>d :</b> A	uthority and Obedience	
code)	B5.5.1.1.1				
andard (code)	B5.5.1.1.				
ce Indicator	Learners can rec	ognise pare	nts	as sources of discipline a	and character formation
			nica	tion and Collaboration P	ersonal Development and
				SCI	
	Pictures			N .	
RME curricu	ulum Page				
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> <li>Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home:</li> <li>scolding,</li> <li>reprimanding, - deprivation of gifts and other interests,</li> <li>prayer and worship at home,</li> <li>parents act as role models to the children/learners, etc.</li> <li>Guide learners to talk about the benefits they get from their parents because of their obedience to them.</li> </ul> Assessment: let learners mention the benefits they get from their parents because of their obedience to them.		What have we learnt today? Ask learners to summarize the main points in the lesson		
	e Family, Auth code) andard (code) ce Indicator retencies: Crea Critical Thinkin Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar	e Family, Authority and code) B5.5.1.1.1 andard (code) B5.5.1.1. ce Indicator Learners can reconsectivity and Innovati Critical Thinking and Problem So Petencies: Creativity and Innovati Critical Thinking and Problem So Pictures Pictures RME curriculum Page Phase 1: Phase 2: Main (new learning inconsection) Starter (new learning inconsection) the brain for learning) Engage • Through questi learners to how they are disconsections sing songs elders at home: and recite - scolding, familiar - reprimanding, - rhymes interests, - prayer and word - parents act as rest from their parent Assessment: let I	e Family, Authority and Sub-strand code) B5.5.1.1.1 andard (code) B5.5.1.1. ce Indicator Learners can recognise pare metencies: Creativity and Innovation Commun Critical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Phase 2: Main (new learning including asser (preparing the brain for learning) Engage • Through questions and ans learners to sing songs and recite - scolding, familiar - reprimanding, - deprivation interests, - prayer and worship at hom - parents act as role models etc. • Guide learners to talk abou from their parents because of Assessment: let learners me	Pat         Less         e Family, Authority and         Sub-strand : A         scode)       B5.5.1.1.1         andard (code)       B5.5.1.1.         ce Indicator       Learners can recognise parents is         retencies: Creativity and Innovation Communicat         Critical Thinking and Problem Solving.         Pictures         RME curriculum       Page         Phase 1:       Phase 2: Main         Starter       (new learning including assessment)         (preparing       the brain         for       learners to         sing songs       elders at home:         and recite       - scolding,         rhymes       interests,         or prayer and worship at home,         oparents act as role models to t         etc.       Guide learners to talk about the         from their parents because of th         Assessment: let learners mention	Date :         Lesson :         e Family, Authority and         Sub-strand : Authority and Obedience         andard (code)         B5.5.1.1.1         andard (code)         B5.5.1.1.         ce Indicator         Learners can recognise parents as sources of discipline a         retencies: Creativity and Innovation Communication and Collaboration P         Critical Thinking and Problem Solving.         Pictures         RME curriculum Page         Phase 1:         Phase 2: Main         (new learning including assessment)         (preparing the brain for learning)         Engage       • Through questions and answers, let learners mention how they are disciplined by their parents and other eiders at home:         and recite       - scolding,         - reprimanding, - deprivation of gifts and other interests,         - prayer and worship at home,         - parents act as role models to the children/learners, etc.         • Guide learners to talk about the benefits they get from their parents because of their obedience to them.         Assessment: let learners mention the benefits they get

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : OUF	R NATION GH	ANA	Sub-stran	n <b>d :</b> A	Authority and Power	
Indicator (co	ode)	B5.4.2.2 .1.				
Content star	ndard (code)	B5.4.2.2.				
Performance	e Indicator	Learners can expla	in and ap	prec	iate the importance of d	emocratic governance
-		tivity and Innovationg and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords				)-		
T. L .R. (s)		Pictures				
Ref:	OWOP curri	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essm	ient)	Plenary / Reflections
	(preparing	$\mathcal{O}$				
	the brain					
	for					
	learning)					
Tuesday	Engage	Class mock election What have we learn				
	learners to				t -  l	today?
	sing songs	Learners demonstr	rate now "	to ei	ect a leader in a	
	and recite	democratic way.				Ask learners to
	familiar	A				summarize the main
	rhymes	Assessment: let lea		or :	a domogratia	points in the lesson
		describe now to el	ect a lead	er ir	a democratic way	

Thursday	Engage	Learners discuss why good governance is important for	What have we learnt
	learners to	national development	today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	explain why good governance is important for national	summarize the main
	rhymes	development	points in the lesson

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WANAFITTING

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :		Dat	e :			
Period :			Lesson :			
Strand : Wri	ting		Sub-strar	nd : Penmanship/ Handwriting		
Indicator (co	ode)	B5.3.1.1.5			2	
Content star	ndard (code)	B5.3.1.1.			~~~~	
Performance	e Indicator	• The learn	er should	write	e simple sentences	
		tivity and Innovation ng and Problem So		inica	tion and Collaboration P	ersonal Development and
Keywords			R			
T. L .R. (s)						
Ref:						
DAY	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> <li>those words.</li> <li>Call learners in the words.</li> <li>Write sentence</li> </ul>	turns to fo es on sente ce cards to	rm s nce	explain the meaning of imple sentences with cards. 9 learners write simple	What have we learnt today? Review the lesson with learners
	Assessment: let learners write simple sentences					
--	---	---				
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?				
	Assessment: let learners write simple sentences	Review the lesson with learners				
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Write words on the boards and explain the meaning of those words.</li> <li>Call learners in turns to form simple sentences with the words.</li> <li>Write sentences on sentence cards.</li> <li>Use the sentence cards to help learners write simple and meaningful sentences</li> </ul>	What have we learnt today? Review the lesson with				
	Assessment: let learners write simple sentences	learners				

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# TERM THREE BASIC FIVE WEEK 6



## SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Da	te :		
Period :		Les	son :	$\sim$	
			$\mathbf{x}$		
			D,		
Channel		Sub stand			
Strand : A. Oral Language	3	ub-strand : A. Prese	atation		
B. Reading		B. Fluen			
C. Grammar Usage At Wor	b.	C. Verbs	•		
D. Writing			native/Expository	Writing	
E. Using Writing Convention	ons		Conjunctions	U	
F. Extensive Reading		F. Buildi	ng The Love And C	Culture Of Rea	ding
Indicator (code) B5.1	.10.3.1 B5.2.9	9.1.1 B5.3.5	5.1.7 B5.4.13.2.4	B5.5.8.1.1.	B5.6.1.1.1.
	.10.3. B5.2.9	9.1. B5.3.	5.1. B5.4.13.2.	B5.5.8.1 .	B5.6.1.1
		•	ormation about p	•	
E	3. Learners ca	n read grade	-level texts with g	ood speed an	d accuracy
0	C. Learners ca	n use the in	nperative forms o	of verbs to give	ve instructions and
	directions				
	D. Learners ca	an provide	a concluding sta	tement that	follows from the
	arguments p				
		-	d use conjunction		
F					e books and present
			ph summary of ea		
Core Competencies: Creativity			ition and Collabor	ation Persona	I Development and
Leadership Critical Thinking and	d Problem Solvi	ng.			

Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:	English Lanរ្	guage curriculum Page					
DAY	DAY Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning)						
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Model presenting a speech on a topic or have them listen to a recording of someone's personal experience. Use the example to guide learners to identify the (purpose of and audience for the speech.)</li> <li>Discuss the importance of purpose and audience in speech.</li> <li>Put learners in groups to plan a parallel speech and present to the class. Each group should select a purpose for and an audience for their speech.</li> <li>Assessment: let learners present information about personal experiences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding.</li> <li>Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc.</li> <li>Assessment: let learners read grade-level texts with good speed and accuracy</li> </ul>	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	<ul> <li>C.GRAMMAR</li> <li>e.g. Switch on the light. Turn right.</li> <li>Revise commands and requests.</li> <li>Invite pairs of learners to demonstrate giving instructions and directions.</li> <li>Create situations for learners to have practice.</li> <li>Assessment: let learners use the imperative forms of verbs to give instructions and directions</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				

Thursday	Engage	D.WRITING	What have we learnt
	learners to	Revise persuasive writing.	today?
	sing songs	<ul> <li>Have them go through the writing process to</li> </ul>	
	and recite	present/state an opinion, explain and justify it so as to	Ask learners to
	familiar	persuade the reader to accept their opinion or point of	summarize the main
	rhymes	view.	points in the lesson
		<ul> <li>Teach the features of a debate.</li> </ul>	
		<ul> <li>Guide learners to select a controversial or debatable</li> </ul>	
		topic. Divide the class into two to prepare using the	
		writing process as a guide, and debate on the topic	
		Assessment: let learners provide a concluding	
		statement that follows from the arguments presented	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Provide a passage and have learners identify the	today?
	sing songs	conjunctions in the passage.	
	and recite	Let learners form sentences and join them with the	Ask learners to
	familiar	conjunctions identified.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners identify and use conjunctions	
Friday	Guide	in sentences <u>E.EXTENSIVE READING</u>	Have learners to tell
riuay	learners to		
		Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
	during the	<ul> <li>Ask each learner to write a-two-three paragraph</li> </ul>	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	

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paragraph summary of each book read

SUBJECT: Mathematics

Week Endin	g:		Class size:		
Day :			Dat	ie :	
Period :			Les	son :	
Strand : GEC	OMETRY AND	MEASUREMENT Sub-strar	nd : (	Geometric Reasoning	
Indicator (co	ode)	B5.3.4.1.1 B5.3.4.2.2			
Content star	ndard (code)	B5.3.4.1. B5.3.4.2.	)		
Performance	e Indicator	Learners can tell th	e po	osition and motion of ob	pjects in space using the
		cardinal points north	n, so	uth, east and west	
		Learners can identify	fy images of a single transformation (i.e. reflection) of a		
		2D shapes in a plane	)		
		tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving.			
Keywords	2				
-					
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
DIN	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing		23511	ienty	rienary , neneccions
	the brain				
	for				
	learning)				

Monday	Sing songs like: I'm counting one, what is one	. 1. Pupils describe the position and motion of objects from one point to another using the 4 main cardinal points: e.g. The point P is to the west of point T but to the north of the A	Review the lesson with Learners
	1 - One is one alone,	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	E.g. 2. Pupils describe the position of places in a grid from a given location. E.g. from Kofi's house - the school is East of Kofi's house; the hospital is North of Kofi's house E.g. 3. Ask learners to give directions from Kofi's house the various locations. E.g. Move 2 squares to the east and 2 squares to the north to get to the church	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$ ; shape A is a reflection of shape E in the line $yy=xx$ .	Review the lesson with Learners

		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting	Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$ ; shape A is a reflection of shape E in the line $yy=xx$ .	Review the lesson with Learners
		Line 2	
		A line 3 A line 3 A line 3 A line 3 Iine A line 4 A line 4	1
	1	Assessment: have learners to practice with more examples	
Friday	Sing songs like:	Ask learners to identify images of reflections of given 2D shapes in a given plane. Ask learners to study the shapes and the mirror line and state which are objects	Review the lesson with Learners
	I'm counting one, what is one 1 - One is	and their images in the given four mirror lines. Shape E is the image of Shape B in mirror line 2 or the line $xx=0$ ; shape A is a reflection of shape E in the line $yy=xx$ .	



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SUBJECT: SCIENCE

Week Ending: Class size:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : HUI	MANS AND TH	ΙE	Sub-stran	<b>id</b> : D	DISEASES	
ENVIRONME	INT					
Indicator (co	ode)	B5.5.2.1.1				
Content sta	ndard (code)	B5.5.2.1.				
Performanc	e Indicator	Learners can expla	ain the cau	uses,	symptoms and control o	of chicken pox
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development					ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
-						
T. L .R. (s)		Pictures				
Ref:	Science curi	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage				or charts on causes,	What have we learnt
	learners to				n pox or invite a health	today?
	sing songs	personnel or Scho			-	
	and recite	(SHEP) coordinato	or to give a	talk	on chicken pox.	Ask learners to
	familiar					summarize the
	rhymes	Assessment: let le	•	olain	the causes and	important points of the
		symptoms of chic	ken pox			lesson

Thursday	Engage		Ask learners to
	learners to	In pairs, learners answer the following questions based	summarize the
	sing songs	on the pictures and video:	important points of the
	and recite	(1) What causes chicken pox?	lesson
	familiar	(2) What are the symptoms of chicken pox? (3) What	
	rhymes	should be done if someone has chicken pox? (4) What	
		are the ways of preventing the spread of chicken pox?	Project: Learners
			develop a concept map
			to trace the causes,
		Assessment: let learners explain the control of chicken	symptoms and
		рох	prevention of chicken
			рох
'eττeα by :		Signature:	Date :

SUBJECT: COMPUTING

CLASS: SIX

Week Ending: Class siz				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-stran	<b>d :</b> I	NTERNET OF THINGS (IO	T)
SUB-STRAND	)					
Indicator (code)         B5.6.8.1.1         B5.6.8.1.2.						
	ndard (code)	B5.6.8.1. B5.6	.8.1.			
Performance Indicator         • Learners can desc					e purpose of Internet of	-
		Learners of	an give ex	amp	les of Internet of Things	with a consumer part and
		an industr	rial/busines	ss se	gment.	
				nica	tion and Collaboration P	ersonal Development and
	Critical Thinkin	ng and Problem Sol	lving.			
Keywords						
		Lanton				
T. L .R. (s) Ref:	Computing	Laptop				
Nel.	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	(preparing	· ·	U		,	,.
	the brain					
	for					
	learning)					
	Engage	Guide learners to	discuss th	e pu	rpose IoT in groups	What have we learnt
Wednesday	learners to				today?	
	sing songs	Guide learners to	give, explo	ore a	nd present in class	
	and recite	examples of Inter	net of Thir	ngs v	vith a consumer part	Ask learners to
	familiar	and an industrial/	/business s	egm	ent	summarize the main
	rhymes					points in the lesson
			•		amples of Internet of	
		Things with a con	sumer par	t and	l an industrial/business	
		segment				

SUBJECT: CREATIVE ARTS

Week Ending: Class size:						
Day :				Date :		
Period :				esson :		
Strand : Performing Arts Sub-strai				Displaying and Sha	ring	
Indicator (code) B5 2.3.4.3				(		
Content sta	ndard (code)	B5 2.3.4.				
Performance	e Indicator	Learners can plan	a display of c	wn portfolio of per	forming	artworks to educate and
		share creative exp	eriences of a	rtworks that reflect	t the top	pical issues in Africa
Leadership		tivity and Innovatio ng and Problem Solv		ation and Collabora	ation Pe	rsonal Development and
Keywords			<u>,                                    </u>			
T. L .R. (s)		Pictures				
Ref:	Creative Ar	ts curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inclu	(new learning including assessment) P			
Monday	Engage	Learners are to:				What have we learnt
	learners to	? watch a short vi	deo or live p	erformances (prefe	rably	today?
	sing songs	during the circuit,	district or re	gional cultural festiv	val of	
	and recite	the cultural educa	tion unit of t	he Ghana Educatior	n	Ask learners to
	familiar	Service) that reflee		al and social		summarize the main
	rhymes	environments of A				points in the lesson
			•	ning compositions o	fown	
		music, dance, drar				
		-	• •	erformances by: - f	ixing	
		a date - selecting a	a venue - inv	ting an audience		

NANA FIIFI ACC			
Wednesday		<ul> <li>Drainstorm to agree on a theme for the performance (e.g. The Future of Africa);</li> <li>send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners);</li> <li>select compositions by considering (e.g. creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance);</li> <li>Assessment: let learners plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</li> <li>Learners are to:         decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props, etc.); getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel); clean and prepare the venue and</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
	and recite familiar	getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and	summarize the main

SUBJECT: HISTORY

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : Journey to Independence Sub-stra				<b>d :</b> 1	he 1948 Riots And After	
Indicator (	code)	B5.5.3.1.1				
Content st	andard (code)	B5.5.3.1.				
Performan	ce Indicator	Learners can exp	olain why p	eop	e were unhappy in the	country after the Second
		World War			$\mathcal{A}$	
-				nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinki	ng and Problem So	lving.			
Keywords				)-		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)		<u> </u>			
Tuesday	Engage	• •			to offer the opinions on	What have we learnt
	learners to	the situation (wh	ether the ri	iot v	vas justified or not).	today?
	sing songs					
	and recite					Ask learners to
	familiar		•		why people were	summarize the main
	rhymes	unnappy in the c	ountry after	r the	e Second World War	points in the lesson
	Why were					
	people					
	unhappy					

	after the war?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948. Assessment: let learners develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948.	What have we learnt today? Ask learners to summarize the main points in the lesson
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SUBJECT: PHYSICAL EDUCATION

Week Ending:		Class siz			e:		
Day :					Date :		
Period :			Lesson :				
Strand : PHYSICAL I	FITNESS CONC	EPTS, PRINCIP	PLES AND	Sub-stra	<b>nd :</b> HEAL	THY DIET	
STRATEGIES							
		1					
Indicator (code)			B5.4.2.4	.1:			
Content standard (	code)		B5.4.2.4				
Performance Indica	ator		Learners	can expla	ain why c	lehydratic	on impairs temperature
			regulatio	on and phy	sical and	mental pe	erformance
				cation and	d Collabor	ation Pers	sonal Development and
Leadership Critical	Thinking and F	Problem Solvir	ng.				
Keywords				$\rightarrow$			
Reywords							
T. L .R. (s)			cones				
Ref:		PE curriculu					
Nel.			iii Fage				
DAY	Phase 1:		Phase 2: Main			Phase 3:	
	Starter		(new learning including assessment)			Plenary / Reflections	
	(preparing th	ne brain					
	for learning)						
Friday	Learners jog	round a	The body is made of 75% water.			End the lesson with	
demarcated area in files			Water lubricates our joints and cool down ac			cool down activities	
while singing and		and	keeps the body temperature in		e in	and use questions to	
clapping to warm-up the		check by	releasing	unwante	d heat	summarise the lesson	
body for maximal		through sweat. The brain cell is					
performance and to		and to	compose	ed mostly	of water a	and the	
prevent injuries		ries	lack of it causes imbalance in the				
			functioning of the brain.				
			Personal				

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:	LESSON PLAN

### SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:		
Day :			I	Date :			
Period :					on :		
Strand : The	Family, Auth	ority and	Sub-strand	<b>d : K</b>	uthority and Obedience		
Obedience							
Indicator (co	-	B5.5.1.1.1					
Content sta	ndard (code)	B5.5.1.1.					
Performance	e Indicator	Learners can reco	gnise parer	nts	as sources of discipline a	and character formation	
-		tivity and Innovatio		nicat	ion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		RME curriculum Page					
Ref:	RME curricu	ılum Page	.0				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections	
	(preparing the brain						
	for	10.					
	learning)						
Friday Engage		In groups, let learners demons			ate how their parents	What have we learnt	
learners to		discipline them at home				today?	
sing songs							
	and recite					Ask learners to	
	familiar	Assessment: let le	earners identify parents as sources of			summarize the main	
	rhymes	discipline and chai	racter form	natio	on	points in the lesson	

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand • OUI	R NATION GH	ΔΝΔ	Sub-strar	d · F	esponsible Use of Res	NURCAS	
Strand . 001			505-51101				
Indicator (co	ode)	B5.4.3.1.1.			$\langle 0 \rangle$		
Content star	ndard (code)	B5.4.3.1.					
Performance	e Indicator	Learners can iden	tify ways o	of ke	eping water bodies saf	2	
Coro Compo	toncios: Croa	tivity and Innovativ	on Commu	nica	tion and Collaboration	Personal Development and	
-		ng and Problem Sol		mea			
		0	U				
Keywords				$\mathbf{F}$			
T. L .R. (s)	1	Pictures	'ictures				
Ref:	OWOP curri	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections	
	(preparing	<u></u>					
	the brain						
	for						
	learning)						
Tuesday	Engage		ways of keeping water bodies safe e.g. What have we learnt				
	learners to				bodies, do not wash i	n today?	
	sing songs	water bodies, do not defeca			water bodies		
	and recite					Ask learners to	
	familiar	Learners compose	e slogans a	ind c	reate poster on how to	summarize the main	
	rhymes	keep water bodies safe				points in the lesson	
		Assessment: let le	earners ide	entif	y ways of keeping wate	r	
		bodies safe					

Thursday	Engage	Learners compose songs and rhymes on ways to keep	What have we learnt
	learners to	water bodies safe	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners identify ways of keeping water	summarize the main
	rhymes	bodies safe	points in the lesson

Vetted by :....

Signature: ..... Date : .....

WANNAFIITIACOUNTIAN

SUBJECT: GHANAIAN LANGUAGE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						~
Strand : Con	nposition Wri	ting	Sub-strar	nd : L	iterary Writing	
Indicator (co	ode)	B5.4.6.1.2 B5.4	.7.1.1 B	5.4.7	7.1.2	
Content star	ndard (code)	B5.4.6.1. B5.4	4.7.1. B	35.4.	7.1.	
Performance	e Indicator	The learner	er should v	d publish and appreciate the articles in the journal d write short poems d create short prose.		
Core Compe	tencies: Crea	tivity and Innovati	on Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem So	lving.			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for					
learning)						
	Engage leaners to sing songs and recite familiar rhymes			rs wr ity, a h the	ite simple articles on nd let other learners article in the created	What have we learnt today?
familiar • Ask the learners to publis						

	•Put learners in groups and allow each group to read an	Review the lesson with
	article from the class journal and discuss the article,	learners
	bringing out for instance, the moral and the theme	
	Assessment: let learners publish and appreciate the	
	articles in the journal	
Engage	<ul> <li>Write a simple short poem on a cardboard.</li> </ul>	What have we learnt
leaners to	<ul> <li>Discuss some features of a poem with learners.</li> </ul>	today?
sing songs	<ul> <li>Use flashcards with short poems on them to help</li> </ul>	
and recite	learners compose their own short poems	
familiar		
rhymes	Assessment: let learners write short poems	Review the lesson with
		learners
Engage	<ul> <li>Show learners samples of prose and discuss some</li> </ul>	What have we learnt
leaners to	features of prose.	today?
sing songs	<ul> <li>Ask learners to write a simple prose to be read in</li> </ul>	
and recite	class.	
familiar	<ul> <li>Give an assignment of prose writing as a competition</li> </ul>	
rhymes	among learners	
	$\sim$	Review the lesson with
	Assessment: let learners create short prose	learners

Vetted by :....

Signature: ..... Date : .....

# TERM THREE BASIC FIVE WEEK 7

MMAFIFIACOUNTSCHOOL

## SUBJECT: ENGLISH LANGUAGE

Week Ending:				Clas	s size:			
Day :			Dat	:e				
Period :			Les	son :		$\bigcirc$		
					$\sim$			
					3			
				$\sim$				
				$\triangleright$				
Strand :		Sub-str	and :					
A. Oral Language			Preser	ntatio	on			
B. Reading		В.	Fluenc	uency				
C. Grammar Usage A	t Word	C.	Adverl	dverbs				
D. Writing		D.	Inform	nformative/Expository Writing				
E. Using Writing Conv	ventions		-	sing Simple, Compound and Complex Sentences				
F. Extensive Reading		<b>F.</b>	Buildir	ng Th	e Love And Cu	ulture Of Read	ding	
Indicator (code)	B5.1.10.3.2 B5.	2012		1 1	B5.4.14.1.1	B5.5.9.1.1.	B5.6.1.1.1.	
Content standard (code)		.2.9.1.2	вэ.э.о B5.3.6		B5.4.14.1.1 B5.4.14.1.1	В5.5.9.1.1.	B5.6.1.1.	
Performance Indicator					-		hisational structure	
	of speech		• p.					
	-		ontext	to co	onfirm or self-	-correction st	rategies to confirm	
	understan	ding of I	evel-a	pprop	priate texts			
	C. Learners o	an use a	dverb	s to e	express manne	er		
						-	oing something	
			-	-	•	-	nd sentences	
				-	-		books and present	
Core Competencies: Crea		-			mmary of eac		Development and	
Leadership Critical Thinkir	•		unica					

Keywords									
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.							
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Have learners listen to a speech and give the written text to them to read taking note of the features.</li> <li>Discuss the structure of a model speech with learners:</li> <li>e.g. <ul> <li>i. Heading</li> <li>ii. Vocative Address</li> <li>iii. Introduction</li> <li>iv. Body</li> <li>In groups have pupils write and present a parallel speech. Have the class critique each group's work based on the discussed structures.</li> </ul> </li> <li>Assessment: let learners identify organisational structure of speech</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson						
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs.</li> <li>Provide questions that will guide learners in understanding the passage, e.g., What word connects paragraphs one and two?</li> <li>Learners use correction strategy to help them make meaning from the text as they read.</li> </ul> Assessment: let learners use context to confirm or self-correction strategies to confirm understanding of level-appropriate texts	What have we learnt today? Ask learners to summarize the main points in the lesson						
Wednesday	Engage learners to sing songs	<ul> <li>C.GRAMMAR</li> <li>Revise verbs and adverbs of place and time.</li> <li>Provide a passage with adverbs of manner.</li> </ul>	What have we learnt today?						

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	and recite familiar rhymes	<ul> <li>Have learners identify the adverbs and their functions</li> <li>modifying verbs.</li> <li>E.g. Mercy ate slowly.</li> </ul>	Ask learners to summarize the main points in the lesson
		<ul> <li>Pair up learners to write short paragraphs using adverbs of manner.</li> <li>Have pairs present their work to the class for feedback.</li> </ul>	
		Assessment: let learners use adverbs to express manner	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Use pictures showing the stages of how some dishes are prepared. • Learners in groups observe the picture sequences and write words that give information on the activity. • Each group presents its work for discussion. • Let learners in groups choose a domestic activity they would want to give information on. (They should be able to compose expository pieces of between 90 and 120 words). Assessment: let learners write sentences to describe a process of doing something	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Give learners an extract from a comprehension passage.</li> <li>Guide them to identify the simple and compound sentences.</li> <li>Let them identify the subjects and verbs in each compound sentence</li> <li>Assessment: let learners identify subjects and predicates in compound sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<ul> <li><u>E.EXTENSIVE READING</u></li> <li>Have learners read independently books of their choice during the library period.</li> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-three paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback.</li> <li>Personal</li> </ul>	Have learners to tell what they read to the whole class

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

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### SUBJECT: MATHEMATICS

Week Ending:					Class size:			
Day :			D	Date :				
Period :			Le	.ess	son :			
						•		
Strand : Data	а				ata Collection, Organisat	tion, Presentation,		
				tation and Analysis				
Indicator (co	•		.1.1.2					
	ndard (code)							
Performance	e Indicator		can explain t	lain the difference between first-hand and second-hand				
		data						
				examples of second-hand data in print and electronic				
				spapers, magazines, and the internet.				
				icat	tion and Collaboration Pe	ersonal Development and		
Leadership C	ritical Thinkir	ng and Problem So	lving.					
Keywords								
-,								
T. L .R. (s)		Counters						
Ref:	Mathematio	cs curriculum Page	е					
		Γ						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding assess	sm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							

	c:		C								
Monday	Sing songs like:	own; a	n first-hand nd second- ed and orga	Review the lesson with Learners							
	l'm		0								
	counting	Mrs. A	cquaye's cl								
	one, what	measu	red the rain								
	is one	her cla	ss these re	sults	are fi	rst-h	and	data	. But f	for	
	1 - One is	anothe	er class the	se re	sults a	are s	econ	d-ha	nd da	ta	
	one alone,										
	alone it	Assess	ment: have	lear	ners t	to pr	actic	e wit	h mo	re	
	shall be.	examples									
Tuesday	Sing songs	Look fo	or example:	Review the lesson with							
	like:	newsp	aper or we	Learners							
		table, j	orice list, sa								
	l'm										
	counting		ment: have								
	one, what	examples									
\ <b>A</b> /	is Ciasaaaaa										De la chalana di
Wednesday		Ask learners to study the second-hand data on the									Review the lesson with
	like:	league table and write questions for their friends to Learners									
	l'm	read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match									
		lost in a match? Which team has won only one match									
	counting										
	one, what		Team	Ρ	w	D	L	F	A	Pts	
	one, what is one			<b>P</b>	<b>W</b> 2	<b>D</b> 0	<b>L</b> 0	<b>F</b>	<b>A</b> 1	Pts 6	
	one, what is one 1 - One is	1.	Hearts	<b>P</b> 2 2	<b>W</b> 2	<b>D</b> 0	L 0 1	<b>F</b> 4 3	A 1 3	Pts 6 3	
	one, what is one 1 - One is one alone,	N.	Hearts Kotoko	P 2 2 2	<b>W</b> 2 1	D 0 0	L 0 1	F 4 3	-	6	
	one, what is one 1 - One is	"VL	Hearts Kotoko Dwafts	P 2 2 2	<b>W</b> 2 1 0	D 0 1	L 0 1	F 4 3 0	1	6	
	one, what is one 1 - One is one alone, alone it	"My	Hearts Kotoko		<b>W</b> 2 1 0	D 0 1	L 0 1 1	F 4 3 0	-	6	
	one, what is one 1 - One is one alone, alone it shall be.	Accord	Hearts Kotoko Dwafts Gold Feilds	2	-	D 0 1 1	L 0 1 1 1	F 4 3 0 0	1	6 3 1 1	
	one, what is one 1 - One is one alone, alone it shall be. 2 - Two	Assess examp	Hearts Kotoko Dwafts Gold Feilds ment: have	2	-	0 0 1 1	L 0 1 1 1	F 4 3 0 0	1	6 3 1 1	
Thursday	one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two	examp	Hearts Kotoko Dwafts Gold Feilds ment: have	2 e lear	ners t				1 2 h mo	6 3 1 1	Review the lesson with
Thursday	one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	examp Ask lea	Hearts Kotoko Dwafts Gold Feilds ment: have les	2 e lear	ners t	conc	l-har	ıd da	1 2 h mo	6 3 1 1	Review the lesson with Learners
Thursday	one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair Sing songs	examp Ask lea sugges	Hearts Kotoko Dwafts Gold Feilds ment: have les	2 e lear udy t r of 3	ners t he se 30 mi	conc	l-har s per	id da iods	1 2 h mo ta on that (	6 3 1 1 re	
Thursday	one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair Sing songs	examp Ask lea sugges primar	Hearts Kotoko Dwafts Gold Feilds ment: have les arners to stu ted numbe	2 e lear udy t r of 3 ildre	ners t he se 30 min	conc nute m ce	l-har s per rtain	id da iods subj	1 2 h mo ta on that ( ects e	6 3 1 1 re Ghanaian	Review the lesson with Learners

	one, what	Number of v	weekly period	ls in eac	hclass	
	is one		· -	er prim		
	1 - One is	Subject	P4	P5	P6	
	one alone,	English	10	10	10	
	alone it	Mathematics	10	10	10	
	shall be.	National language	6	6	6	
	2 - Two	Environmental studies Integrated sciences	5	5 5	5 5	
	pair, two	Incelator succes	1	1	<i>5</i> .	
	-					
	pair come	Assessment: have learners	to practice	with m	ore	
	pair let us	examples				
	pair					
Friday	Sing songs	Ask learners to study the se	Review the lesson with			
	like:	suggested number of 30 m	n Learners			
		primary school children lea				
	ľm	week. Ask them to write qu				
	counting	read and interpret the data				
	one, what					
	is one			Ť		
	1 - One is					
	one alone,	N	5			
	alone it	Number o				
	shall be.	Subject		pper pr P		-
			10	10		-
		Mathematics	10	10		
		National language	6	6	6	
		Environmental studies	5	5	5	
		Integrated sciences	5	5	5	
						-
		Accorements have learness	to prostice	with m	oro	
		Assessment: have learners	to practice	with m	ore	
		examples				

SUBJECT: SCIENCE

Week Ending:					Class size:				
Day :				Dat	e :				
Period :				Les	son :				
Strand : HUI	MANS AND TH	IE	Sub-strar	nd : [	DISEASES				
ENVIRONME	INT					$\sim$			
Indicator (co	ode)	B5.5.2.1.2							
Content star	ndard (code)	B5.5.2.1.			20.				
Performance	e Indicator	Learners can ider	ntify cause	s, sy	mptoms and prevention	of cholera			
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and			
-		ng and Problem Sol			)				
Keywords									
-									
T. L .R. (s)		Pictures							
Ref:	Science curi	riculum Page							
	1								
DAY	Phase 1:	Phase 2: Main				Phase 3:			
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections			
	(preparing the brain								
	for								
	learning)								
Monday	Engage	Learners watch pi	ctures and	d vid	eos or images showing	What have we learnt			
	learners to	the causes, sympt	oms and p	oreve	ention of cholera.	today?			
	sing songs	• Invite a local hea	alth office	r or S	SHEP coordinator to				
	and recite	give a presentatio	n on chole	era t	o the learners.	Ask learners to			
	familiar	• Engage learners	s, in group	s, to	discuss the causes of	summarize the			
	rhymes	cholera, using eve	eryday sce	nario	os, e.g. eating	important points of the			
		contaminated foo	d and livir	ng in	a dirty environment	lesson			

		Assessment: let learners identify causes and symptoms cholera	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners are provided one large cardboard for all the groups to write different ideas on the causes, prevention and symptoms of cholera. • Learners display the cardboard in the classroom Assessment: let learners identify prevention of cholera	Ask learners to summarize the important points of the lesson

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

MANAFIIFIACULAR

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:					Class size:				
Day :					Date :				
Period :			Les	Lesson :					
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-stran	<b>d :</b> I	NTERNET OF THINGS (IO	Т)			
SUB-STRAND	)								
Indicator (co	ode)	B5.6.8.1.3. B5.6.	8.1.4						
Content star	ndard (code)	B5.6.8.1. B5.6.	8.1.						
Performance	e Indicator	Learners ca	an identify	con	nponents of Internet of T	<sup>-</sup> hings			
		Learners ca	an identify	the	role of smart sensors in	the Internet of Things.			
-		•		nica	tion and Collaboration Po	ersonal Development and			
	Critical Thinkin	ng and Problem Solv	ving.						
Keywords					. ~				
		Lautau							
T. L .R. (s)	Computing	Laptop							
Ref:	Computing	curriculum Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:			
DAY	Starter	(new learning incl	uding acco		(ant)	Plenary / Reflections			
	(preparing		uuing asse	22211	lent)	Fieldly / Reflections			
	the brain								
	for								
	learning)	K.							
	Engage	Guide learners to	explore th	e co	mponents of the	What have we learnt			
Wednesday	learners to	Internet of Things	. e.g. Hard	war	e, Data, Software and	today?			
	sing songs	Connectivity							
	and recite	Guide learners to	explore th	e ro	e of smart sensors in	Ask learners to			
	familiar	the Internet of Thi	ings e.g. Se	ensir	ng and data collection	summarize the main			
	rhymes	capability such as	climatic ch	ang	e (e.g. Electronic Doors,	points in the lesson			
		RFID, CCTV camer	a, etc.), de	fine	at least five terms and				
		acronyms of IoT.	NB: This is	to h	elp the learner grasp				
		the fundamental k	knowledge	of ł	ardware such as robots				
		and sensors.							
		Assessment: let le	arners ide	ntify	the role of smart				
		sensors in the Inte	ernet of Th	ings					

SUBJECT: CREATIVE ARTS

Week Ending:					Class size:			
Day :					Date :			
Period :				Lesson :				
Strand : Visu	ual Arts		Sub-strand : Appreciating and Appraising					
Indicator (code)		B5 1.4.6.3						
Content standard (code)		B5 1.4.6.						
Performance Indicator		Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa						
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.								
Keywords								
T. L .R. (s)	1	Pictures						
Ref:	Creative Art	s curriculum						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main       Phase 3:         (new learning including assessment)       Plenary / Reflectio						
Monday	Engage learners to sing songs and recite familiar rhymes	the guidelines sug identify the corr and appraising ar	nd/or other ggested belo rect vocabu tworks;	s' vi ow; Ilary	appreciating and sual artworks based on to use for appreciating aisal report for and how	What have we learnt today? Ask learners to summarize the main points in the lesson		

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		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others' visual	
		artworks that reflect the topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	agree on the approach/method (manual/digital) to use	today?
	sing songs	in recording/documenting the appraisal process;	
	and recite	If ix a day/date for the appreciation/appraisal/jury.	Ask learners to
	familiar		summarize the main
	rhymes Suggested Guidelines 🛛 Description of the work: The		points in the lesson
		elements in the work (e.g. dot, lines, shapes, forms,	
		colour, texture, tone), materials used (e.g. paper,	
		pencil, clay, wood), size of the work, number of	
		objects/items in the work.	
		Subject matter: Meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming.	
		P Appraisal: What the work can be used for, likes, good	
		things in the work, beauty, social and cultural value,	
		correlation (connecting to other areas of learning). 🛛	
		Experiences to share: The design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners	
		develop guidelines for appreciating and appraising own	
		and others' visual artworks that reflect the topical	
		issues in Africa	

SUBJECT: HISTORY

Week Ending:					Class size:			
Day :				Date :				
Period :				Lesson :				
Strand : Journey to Indep		endence Sub-stran		nd : The 1948 Riots And After				
Indicator (code)		B5.5.3.1.1						
Content standard (code)		B5.5.3.1.						
Performance Indicator		Learners can explain why people were unhappy in the country after the Second						
		World War						
Core Comp	etencies: Crea	tivity and Innovati	on Commu	nica	tion and Collaboration P	ersonal Development and		
Leadership	Critical Thinki	ng and Problem So	lving.					
Keywords								
T. L .R. (s)		Pictures						
Ref:	History curr	iculum Page						
						1		
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	Plenary / Reflections					
	(preparing							
	the brain	X						
	for							
Tarda	learning)	Dala ala dha ana	(					
Tuesday	Engage				to offer the opinions on	What have we learnt		
	learners to	the situation (wh	ether the r	riot was justified or not). plain why people were	today?			
	sing songs	A						
	and recite familiar		Ask learners to					
		unnappy in the Co	e econd World War	summarize the main				
	rhymes				points in the lesson			
	Why were							
	people							
	unhappy							
	after the war?							
----------	-------------------------------------	---	---					
Thursday	Engage learners to sing songs	Guide learners to develop a poster that illustrates the link between the boycott of European goods, the shootings of 28th February and the riots of 1948.	What have we learnt today?					
	and recite familiar rhymes	By Assessment: let learners develop a poster that illustrates the link between the boycott of European	Ask learners to summarize the main points in the lesson					
		goods, the shootings of 28th February and the riots of 1948						

Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

Week Ending:						Class si	ze:
Day :					Date :		
Period :					Lesson	:	
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND			Sub-str	and : SA	FETY ANI	D INJURIES	
STRATEGIES							
Indicator (code)			B5.4.3.4	4.1			
Content standard (c	ode)		B5.4.3.4	4.			
Performance IndicatorLearners can describe the role of muscle street			of muscle strength and				
			proper	lifting in	the prev	ention o	f back injuries
•	•		municati	on and C	ollabora	tion Pers	sonal Development and
Leadership Critical T	hinking and Prol	olem Solving.		C			
Keywords				$\mathcal{A}$			
Keyword3							
T. L .R. (s)			cones				
Ref:		PE curriculum	Page				
			)				
DAY	Phase 1:		Phase 2	: Main			Phase 3:
	Starter		•	arning in	cluding		Plenary / Reflections
	(preparing the	brain	assessn	nent)			
	for learning)						
Friday	Learners jog ro			er explair			End the lesson with
demarcated area in files			iscles aic			cool down activities	
while singing and clapping to		0.	etc. Stror	•		and use questions to	
warm-up the body for				ck muscle			summarise the lesson
	maximal perfo	rmance and to	facilitat	e moven	nents in	these	
	prevent injurie	es	parts of	the bod	y		

Vetted by :	Signature:	Date :

:	LESSON PLAN

# SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending: Class size:						
Day :				Date :		
Period :	Period :				son :	
Strand : The	Strand : The Family, Authority and Sub-str				uthority and Obediend	ce
Obedience						
Indicator (c	ode)	B5. 5.1.1.2				
Content sta	ndard (code)	B5. 5.1.1.				
Performanc	e Indicator	Learners can explai	in the need	d tc	demonstrate respons	ble behaviour at home
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.					Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	Ilum Page	.0			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Let learners identify	y ways by	wh	ch they can be	What have we learnt
	learners to	responsible:				today?
	sing songs	- be a good child to	-			
	and recite	- emulate parents				Ask learners to
	familiar	· · · · · · · · · · · · · · · · · · ·				summarize the main
	rhymes	parents				points in the lesson
		Assessment: let lea	rners exnl	lain	the need to	
		demonstrate respo	•			

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending: Class size:					Class size:		
Day :				Date :			
Period :				Les	son :		
Strand : OUF	R NATION GH	ANA	Sub-stran	<b>d :</b> F	arming in Ghana	~	
Indicator (co	ode)	B5.4.4.1.1.					
Content star	ndard (code)	B5.4.4.1.					
Performance Indicator Learners can participate in t				rans	planting seedlings		
	<b>re Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development a adership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords							
T. L .R. (s)		Pictures	victures				
Ref:	OWOP curri	culum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflections				Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners prepare plant house or gardenWhat have we learntboxes/pots/trays, containers or garden beds fortoday?transplanting. Fill with fertile soil or plant medium;Ask learners tomake holes at correct spacing and water ready forAsk learners toseedlingssummarize the mainAssessment: let learners describe transplanting ofpoints in the lesson				today? Ask learners to summarize the main points in the lesson	
Thursday	Engage learners to sing songs	Ensure that seed Water seedlings b	-	•		What have we learnt today?	

and recite	Use the right tools e.g. hand trowel to lift seedlings	Ask learners to
familiar	from seedbed, use dibber to make holes at the right	summarize the main
rhymes	depth. Transplant seedlings in boxes/pots/trays, containers or garden beds.	points in the lesson
	Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report	
	Assessment: let learners describe transplanting of seedlings	

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

## SUBJECT: GHANAIAN LANGUAGE

Week Ending	eek Ending: Class size:					
Day :				Dat	e :	
Period : Lesson :				son :		
Strand : Sub-stra			Sub-stran	nd : Letter Writing		
Composition	Writing					
Indicator (code) B5.4.7.1.3 B5.4.8.1.1			4.8.1.1	B5.4	.8.1.2	
Content star	ndard (code)	B5.4.7.1. B5.	4.8.1.	B5.4	.8.1.	
Performance	e Indicator				a short and simple play	
				omp	rehend and discuss the p	process in writing good
		semi-form		vrito	somi formal lottors usin	a controlled composition
The learner should write semi-formal letters using controlled compositio     Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and						
-		ng and Problem So				
Keywords						
T. L .R. (s)		Manila cards, ma		rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
	Engage	Allow learners	to watch a	simp	le play.	What have we learnt
leaners to • Discuss the play with lear			y with learr	ners	and bring out its	today?
sing songs features.						
	and recite	Write out some	e of the fea	ture	s of a play on the board	
	familiar rhymes	as a guide.				

		<ul> <li>Ask learners to write a simple play of at least three</li> </ul>	Review the lesson with
		characters, one of the plays may be dramatised in class	learners
		and be discussed.	
		Assessment: let learners write a short and simple play	
	Engage	• Discuss letter writing and its structure with learners.	What have we learnt
	leaners to	<ul> <li>Show a sample of a letter to learners to point out the</li> </ul>	today?
	sing songs	structure and features.	coucy.
	and recite		
-	familiar	• Discuss the features and types of letters.	
	rhymes	• Explain to learners the structure of semi-formal	
	-	letters.	
		• Write a sample semi-formal letter on the board.	Review the lesson wit
		• Discuss the process involved in writing a semi-formal	
		letter.	learners
		<ul> <li>Assist learners to understand the process in writing</li> </ul>	
		good semi-formal letters	
		Assessment: let learners identify the process in writing	
		good semi-formal letters	
	Engage	Write a semi-formal letter on the board.	What have we learnt
	leaners to	<ul> <li>Assist learners to write semi-formal letters using</li> </ul>	today?
	sing songs	controlled composition.	
	and recite	• Ask learners to point out the features and structure of	
	familiar	the semi-formal letter written.	
1	rhymes		
		Assessment: let learners write semi-formal letters	Review the lesson wit
		using controlled composition	learners
		<b>0</b>	

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

# TERM THREE BASIC FIVE WEEK 8



SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Da	te :		
Period :		Les	son :	$\sim$	
			. C		
Strand :		Sub-strand :	$\sim$		
A. Oral Language		A. Prese	ntation		
B. Reading		B. Summ	ummarising		
C. Grammar Usage At Word C. Id			diomatic Expressions		
D. Writing		D. Letter	Writing		
E. Using Writing Con	ventions	E. Using	Simple, Compound	d and Complex	Sentences
F. Extensive Reading		F. Buildi	ng The Love And C	ulture Of Read	ing
Indicator (code)	B5.1.10.3.3 B5.2	2.10.1.1 B5.3	.7.1.1 B5.4.14.2.1	B5.5.9.1.1.	B5.6.1.1.1.
Content standard (code)	B5.1.10.3. B5.2	2.10.1. B5.3	.7.1. B5.4.14.2.	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners	can gather and	select facts and i	deas from one	or multiple print
	and non-p culture	orint sources, a	ppropriate to the	purpose, audi	ence, context and
		ran summarise	level-appropriate	texts/nassages	orally
			plain and use idior		-
		-	ut incidence or ev	-	-
			o school) and mak		
			pjects and predicat	•	-
			ty of age- and leve	•	
			oh summary of eac		r
Core Competencies: Crea					Development and
Leadership Critical Thinkir	•			-	
Keywords					

Γ

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class					
		library.					
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Review the organizational structure of the speech with pupils by giving a short speech and asking them to identify the various structures.</li> <li>Provide sample speeches for discussion to help learners generate ideas for their speeches.</li> <li>Use the internet to guide the learners to download important speeches.</li> <li>Together with learners, discuss the organisational structure of the speeches.</li> <li>Have learners choose and write speeches</li> <li>Assessment: let learners gather and select facts and ideas from one or multiple print and non-print sources, appropriate to the purpose, audience, context and culture to write speeches</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Learners identify the most important ideas in texts/passages read and restate them in their own words.</li> <li>E.g.</li> <li>i. Can you retell the story?</li> <li>ii. Who are the main characters?</li> <li>iii. What is the setting?</li> <li>iv. What are the main events? (use herringbone or story map as strategies)</li> <li>Assessment: let learners summarise level-appropriate texts/passages orally</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise idiomatic expressions such as: i. Take after (to resemble) ii. To pull down(to destroy the reputation of someone) • Provide a number of idiomatic expressions and discuss their meaning (in context) with learners.	What have we learnt today? Ask learners to summarize the main points in the lesson				

NANA FIIFI AC	QUAN		
		<ul> <li>Help learners to interpret given idiomatic expressions in contexts. E.g.</li> <li>i. Kofi takes after his father.</li> <li>ii. They pulled down the Mr. Badu.</li> <li>Have learners use idiomatic expressions in their own sentences.</li> <li>Communication</li> <li>Assessment: let learners identify, explain and use idiomatic expressions correctly</li> </ul>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Let learners watch TV news at home and write their own news from the pictures they see.</li> <li>Put learners into groups. Let them brainstorm and write about events of the day. Each group chooses an interesting event and writes the news to broadcast to the class. Let each group choose one person to present the news.</li> <li>Have learners publish their works on the internet.</li> <li>Help learners to organise a radio or talk show</li> <li>Assessment: let learners write about incidence or events of the day (e.g. any event witnessed on their way to school) and make radio/TV presentations )</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</li> <li>Learners edit to demonstrate their knowledge of subject and predicate.</li> <li>Assessment: let learners identify subjects and predicates in compound sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<ul> <li><u>E.EXTENSIVE READING</u></li> <li>Have learners read independently books of their</li> </ul>	Have learners to tell what they read to the whole class

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

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## SUBJECT: MATHEMATICS

Week Endin	g:				Class size:	
Day :				Dat	:e :	
Period :				Les	son :	
Strand : Data	а				Data Collection, Organisa	tion, Presentation,
				atior	and Analysis	
Indicator (co	-	B5.4.1.2.1 B5.4.1				
Performance	ndard (code)			ouble bar graphs, complete with title, labelled axes, key		
		or legend, and use it • Learners o	, to represe to solve pr can identify	ent oble y ex	data collected (up to 3 p ems amples of double bar gr	airs of categories of data aphs used in a variety of ers, magazines, and the
		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for	(new learning inc	luding asse	essn	nent)	Plenary / Reflections
	learning)					

Monday	Sing songs	Review the lesson with				
	like:	mm for two t	Learners			
		complete wit				
	l'm			Γ	1	
	counting		January	February		
	one, what	Kumasi	5	10		
	is one	Oda	3	10		
	1 - One is		5	10	J	
	one alone,					
	alone it	60	Rainfall in Kuma	si and Oda	_	
	shall be.	50				
	2 – Two	Ê 40				
	pair, two	(2 40 (2 40 ) ) ) ) ) ) ) ) ) ) ) ) )			Kumasi     Oda	
	pair come pair let us	10				
	pair	0 January	February March	April May June		
	pan		Mont	hs		
		Assessment:	have learners	to practice with	more	
		examples				
Tuesday	Sing songs			data presented		Review the lesson with
	like:			d data in the ta		Learners
		-		iem. Also ask th		
	l'm			o read and inte	•	
	counting			estions can be (i		
	one, what	subject was F	usena's worse	performance?	(ii) How	
	is one		• •	er primary classe	•	
	1 - One is	(iii) When wa	s the best day	for Senasco sho	p?	
		Assessment:	have learners	to practice with	more	
		examples				
Wednesday	Sing songs	. Ask learners	to draw doub	le bar graphs co	mplete with	Review the lesson with
	like:	title, labelled	axes, key for t	he paired data	presented in	Learners
				test scores of 2		
	l'm			n a town; sales o	of two of	
	counting	bread in two	shops in a wee	ek; etc.		
	one, what					
	is one					
	1 - One is					
	one alone,					

NANA FIIFI AC	alone it	(i) test scores	of 2 stude	nts						
	shall be.		or 2 studer							
		Student	Maths	English		naian guage	Science	Social Studies		
	2 - Two	Fusena	75	60	8	30	60	65	1	
	pair, two	Alidu	55	70	7	75	70	55	]	
	pair come	(ii) enrollment	t in 2 schoo	ol in a town						
	pair let us	School	P1	P2	P3	P4	P5	P6	]	
	pair	Presby	35	30	40	30	35	45		
	3 - Turn	Roman	45	50	55	50	65	60		
	around	(iii) Sales of br	ead in two	shops in a	week					
	4 - Follow	Shop	Monday	Tuesda	y W	ednesda	y Thurs	day Frid	ау	
	me	Abijak	25	22		20	24	24	ł	
	5 - Fire	Senasco	25	18		16	22	26		
		Basic sch	ool enr	ollmen	t in (	Ghana	from	2010 to	2013	
		400000						and some star we		
		350000	o							
		300000	0						-	
		250000				1				
		200000				1				
		150000								
		50000		1						
		-5567 553650 (2)	0							
			20	08 200 Prescho					013 HS	
						<b>1200</b> 000			i di senti	
		Assessme	nt: have	e learne	ers to	prac	tice wit	h more	2	
		examples								
Thursday	Sing songs	Provide o								Review the lesson with
	like:	interpret e				-			а	Learners
	l'm	variety of	-					n as		
	counting	newspape	ers, mag	gazines	and	the in	ternet			
	one, what	Assessme	nt: have	loarne	vrc to	nrac	tico wit	h more		
	is one	examples	IIL. Have	eleanne		, prac	lice wit	IIIIIII		
Friday	Sing songs	Provide o	pportu	nities fo	or lea	rners	to acc	ess. rea	d and	Review the lesson with
linday	like:	interpret						•		Learners
		variety of	-			-	-			
	l'm	newspape	-							
	counting	Assessme	nt: have	e learne	ers to	prac	tice wit	h more	9	
	·	examples								

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

SUBJECT: SCIENCE

Week Ending:			Class size:			
Day :				Dat	e :	
Period :				Les	son :	
Strand : HU	IMANS AND TH	ΗE	Sub-stran	<b>d :</b> S	CIENCE AND INDUSTRY	
ENVIRONM	ENT				. 0	~
Indicator (c	ode)	B5.5.3.1.1				
-	andard (code)	B5.5.3.1.				
Performan	ce Indicator	Learners can ide	entify the	raw	materials used in some	e local industries (kenkey
		production, gari p	production,	, cer	amic and pottery produc	tion)
				nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinki	ng and Problem So	lving.	ア		
Keywords			0			
,						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	,			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	<b>X</b>				
	the brain for					
	learning)					
Monday	Engage	Take learners to a	a local gari,	ken	key, shea butter,	What have we learnt
,	learners to				, carpentry or pottery	today?
	sing songs	production site o				
	and recite	Learners observ	ve critically	and	identify the raw	Ask learners to
	familiar	materials used in	the variou	s ind	ustries.	summarize the
	rhymes					important points of the
		Assessment: let le	earners ide	ntify	the raw materials used	lesson
		in some local indu	ustries			

Thursday	Engage learners to sing songs and recite familiar rhymes	Engage the learners in a matching activity to match some local products with their raw materials Project: Designing an Industry. Learners plan and design a factory in their locality, showing the raw materials they use and the finished products.	Ask learners to summarize the important points of the lesson
Vetted by :		Signature:	Date :
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		FILFIACO	
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SUBJECT: COMPUTING

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : INTE	ERNET AND S	OCIAL MEDIA	Sub-stran	<b>d :</b> [	IGITAL LITERACY		
SUB-STRAND	)						
Indicator (co	-		.6.4.9.1.2				
	ndard (code)	B5.6.4.9.1. B5	.6.4.9.1.				
Performance	e Indicator			•	vate and personal inforr		
		<ul> <li>Learners c</li> </ul>	an discuss	s var	ious techniques on onli	ne protection from online	
		identity th					
-		•		nica	tion and Collaboration P	ersonal Development and	
Leadership C	ritical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page	N				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections	
	(preparing	1.					
	the brain for	dr					
	learning)						
	Engage	Encourage learner	rs to tell vo		hat they know about	What have we learnt	
Wednesday		0			n online. Ask leading	today?	
weatesday	sing songs	•			t points they could not		
	and recite	make out		500		Ask learners to	
	familiar		summarize the main				
	rhymes	Guide learners to discuss security measure			y measures online such	points in the lesson	
		as logging out after browsir					
		Assessment: let le	arners ide	ntif	y various techniques on		
		online protection	from onlin	e id	entity theft		

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS

Week Ending:				Class size:				
Day :				Dat	e :			
Period :				Les	son :			
Strand : Per	forming Arts		Sub-strar	nd : 4	ppreciating and Apprais	ing		
					.pp.coloci8 and .pp.o.			
Indicator (c	ode)	B5 2.4.6.3			$\langle 0 \rangle$			
Content sta	ndard (code)	B5 2.4.6.						
Performanc	e Indicator	Learners can dev	elop guide	elines	for appreciating and a	opraising own and others'		
		performing artwo	orks that re	eflect	topical issues in Africa			
Core Compe	etencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and		
Leadership	Critical Thinkii	ng and Problem Sol	ving.					
Keywords								
T. L .R. (s)		Pictures						
Ref:	Creative Art	ts curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	luding ass	essn	ient)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	Learners are to:		ç		What have we learnt		
	learners to			uide for analysing and today?				
	sing songs	appreciating/app	-					
	and recite	compositions and performa			on the guide guidelines			
	familiar	suggested below;		ular	to use for appreciation	summarize the main		
	rhymes	-		-	to use for appreciating	points in the lesson		
					l drama; 🛛 agree on			
		what to use the a	ppraisal re	eport	for and how to share it			

		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others'	
		performing artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I agree on the approach/method (manual/digital) to	today?
	sing songs	use in recording/documenting the appraisal process;	
	and recite	If ix a day/date for the appreciation/appraisal/jury.	Ask learners to
	familiar		summarize the main
	rhymes	Suggested guidelines	points in the lesson
		Image: Music: theme, voice production and diction,	
		harmony and blending of parts, interpretation, the	
		elements and knowledge of music.	
		Dance: theme, entrance/exit, movement variation,	
		gestures, creativity, makeup, movement in relation to	
		singing and drumming, costume, props, energy, stage	
		use, stage setting and dynamics.	
		Drama: characterisation, makeup, gestures, voice	
		projection, diction, use of space, aesthetics, creativity.	
		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others'	
		performing artworks that reflect topical issues in Africa	
			•
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etted by :		Signature:	Date :

SUBJECT: HISTORY

Week Endir	ng:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Journey to Independence Sub-sti				nd : 1	he 1948 Riots And After	
						~
Indicator (c	ode)	B4.5.3.1.2				
Content sta	indard (code)	B4.5.3.1.				
Performance	ce Indicator	Learners can exa	mine sourc	es o	f evidence about what h	appened during the 1948
		riots				
Core Comp	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and					
Leadership	Critical Thinki	ng and Problem So	lving.			
Keywords			2	)-		
T. L .R. (s)		Pictures				
Ref:	History curr	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asso	essn	nent)	Plenary / Reflections
	(preparing					
	the brain	X				
	for					
Tuesday	learning)	Chaura man of A				What have we learnt
Tuesday	Engage	•		6		
	learners to	approved for the				today?
	sing songs		•		what happened during	
	and recite	the 1948 riots and	u discuss it	arte	rwards	Ask learners to
	familiar					summarize the main
	rhymes				what happened during	points in the lesson
		the 1948 riots an	d afterward	as		
	Who were					
	the ex-					

VANATIITAC			1
	servicemen		
	?		
Thursday	Engage	Role play the scene of the 1948 riots as evidence for	What have we learnt
	learners to	learners	today?
	sing songs		
	and recite	Assessment: let learners	Ask learners to
	familiar	identify sources of evidence about what happened	summarize the main
	rhymes	during the 1948 riots	points in the lesson
	Where did		
	the		
	shooting		
	occur?		

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

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:	Week Ending:				Class size			
Day :					Date :			
Period :			Lesson :					
Strand : PHYSICAL	FITNESS CONC	EPTS, PRINCI	PLES AND	Sub-stran	<b>d :</b> SAFETY	AND INJUR	IES	
STRATEGIES								
Indicator (code)	B5.4.3.4.2	<u> </u> ::						
Content standard	(code)		B5.4.3.4.					
Performance Indic	ator		Learners	can list fac	tors that	cause injur	ies when using PE	
			equipmer	nt				
Core Competencie	s: Creativity an	nd Innovation	Communi	cation and (	Collaborati	on Persona	l Development and	
Leadership Critical	Thinking and I	Problem Solvi	ng.	C				
Keywords								
T. L .R. (s)			cones					
Ref:		PE curriculu	m Page					
	•							
DAY	Phase 1:		Phase 2: Main				Phase 3:	
	Starter		(new lear	Plenary /				
	(preparing th		Reflections					
	for learning)							
Friday	Learners jog			explains tha	•	•	End the lesson	
	demarcated			learner had	-	-	with cool down	
	while singing	-		arm-up and	-	•	activities and use	
	clapping to v	-		injuries to t			questions to	
body for maximal						summarise the		
performance and to		muscles to adapt to the ensuing vigorous			•	lesson		
	prevent inju	ries		Teacher sh				
				ent and the	equipmen	t are safe		
			for use.					

Vetted by :....

Signature: ..... Date : .....

:	LESSON PLAN
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# SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:					Class size:			
Day :				Date :				
Period :	Period :				Lesson :			
Strand : The	Family, Auth	ority and S	Sub-stranc	<b>d :</b> A	uthority and Obedience	e		
Obedience								
Indicator (co	ode)	B5. 5.1.1.2						
Content sta	ndard (code)	B5. 5.1.1.						
Performanc	e Indicator	Learners can explai	in the nee	d to	demonstrate responsi	ole behaviour at home		
-		tivity and Innovatior ng and Problem Solvi		nicat	tion and Collaboration I	Personal Development and		
Leavership			iiig.		QU.			
Keywords					$\overline{\mathbf{x}}$			
T. L .R. (s)		Pictures						
Ref:	RME curricu	ılum Page	-0	F				
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	ding asse	ssm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)	<u></u>						
Friday	Engage		t learners write essays on how to become			What have we learnt		
	learners to	responsible adults.				today?		
	sing songs	Let learners prese		vork	is to the class for			
	and recite	appreciation and di	iscussion			Ask learners to		
	familiar					summarize the main		
	rhymes	Assessment: let lea		e es	ssays on how to	points in the lesson		
		become responsible	e adults					

Vetted by :	Signature:	Date :
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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :					son :		
Fellou .				LCJ			
Strand : MY	GLOBAL CON	1MUNITY	Sub-stran	<b>id :</b> (	Our Neighbouring Count	ries	
						~	
Indicator (co	ode)	B5.5.1.1.1.					
Content star	ndard (code)	B5.5.1.1.					
Performance	e Indicator	Learners can desc	ribe the ec	ono	mic exchanges between	Ghana and her neighbours	
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Keywords				$\sim$			
Reywords				)-			
T. L .R. (s)		Pictures					
Ref:	OWOP curri	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding ass	essm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
<b>T</b> 1	learning)				с · · ·		
Tuesday	Engage	•	-		f economic exchanges	What have we learnt	
	learners to	between Ghana a	nd ner nei	gnbo	ours e.g. trade, work	today?	
	sing songs		4 k a 4 a a	- f -	a a da a su a la a su a a d		
	and recite	Learners describe		•	0	Ask learners to	
	familiar	between Ghana and her neighbours e.g. tomatoes,				summarize the main	
	rhymes	onions, clothes				points in the lesson	
		Assessment: let le	arners				
		describe the type	s of goods	exch	anged between Ghana		
		and her neighbou	-				

Thursday	Engage	Learners write essays on the importance of the	What have we learnt
	learners to	exchange of goods e.g. for food, clothes	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners write essays on the	summarize the main
	rhymes	importance of the exchange of goods	points in the lesson

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MMAHIHIM

SUBJECT: GHANAIAN LANGUAGE

Week Ending	g:				Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand : Com	position Wri	ting	Sub-stran	l <b>d :</b> L	etter Writing		
Indicator (co	ode)	B5.4.8.1.3			CV.		
Content star	ndard (code)	B5.4.8.1.			22		
Performance	e Indicator	The learner shou	d write go	od se	emi-formal letters.		
-		tivity and Innovations and Problem So		nica	tion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Manila cards, ma	Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m				
DAY	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> <li>Read a semi-for</li> <li>Guide learners</li> <li>Assessment: let le write good semi-former</li> </ul>	to write go earners	od s	arners. emi-formal letters	What have we learnt today? Review the lesson with learners	

C	00200	Doad a somi formal letter to learners	What have we learnt
	ngage	<ul> <li>Read a semi-formal letter to learners.</li> </ul>	
le	eaners to	<ul> <li>Guide learners to write good semi-formal letters</li> </ul>	today?
si	ing songs		
a	nd recite		
_	amiliar	Assessment: let learners	
rr	hymes	write good semi-formal letters.	Review the lesson with
			learners
			learners
E	ngage	<ul> <li>Read a semi-formal letter to learners.</li> </ul>	What have we learnt
le	eaners to	<ul> <li>Guide learners to write good semi-formal letters</li> </ul>	today?
si	ing songs	C C	
	nd recite		
		Assessment: let learners	
_	amiliar	write good semi-formal letters.	Review the lesson with
rh	hymes	$\sim$	learners

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# TERM ONE BASIC SIX WEEK 1

MANAFIERACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size	:		
Day :			e:			
Period :		Less	on :			
					)	
			6			
Strand :	Sub-strar		$\boldsymbol{\mathcal{X}}$			
A. Reading	A. Pl					
B. Grammar Usage a		ouns				
_				Handwriting		
D. Using Writing Conventions/ D. Using Capitalisation						
E. Extensive Reading E. Building the Love and Culture of Reading						
Indicator (code)	B6.2.2.1.1 B6.3.1.1.1	B6.4	4.2.1.1	B6.5.1.1.1.	B6.6.1.1.1.	
Content standard (code)	B6.2.2.1. B6.3.1.1.	B6.4	4.2.1.	B6.5.1.1	B6.6.1.1	
Performance Indicator	A. Learners can read	words	s with end	ding sounds	like "sure" as in measur	re;
	"ture" as in creature	and '	"tch" as in	Stretch		
				-	ases to describe conditior	ns.
			-	-	sonal handwriting style	
	D. Learners can follow	•••	•			
			-		and level appropriate boo	
	and present a one-p each book read	age c	critical cor	nmentary ba	ased on a set of criteria, o	on
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and						nd
Leadership Critical Thinkir	ng and Problem Solving.					
Keywords						
T. L .R. (s)	Word cards, sentence cards	, lette	er cards, h	andwriting c	on a manila card and a cla	SS
	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				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> <li>Have groups write sentences with the target words and read out the sentences to the class.</li> <li>Assessment: let learners write sentences with the target words and read out the sentences to the class.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> <li>Have groups write sentences with the target words and read out the sentences to the class.</li> <li>Assessment: let learners write sentences with the target words and read out the sentences to the class.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Identify and use nouns or noun phrases to describe conditions. Assessment: let learners use nouns or noun phrases to describe conditions.	What have we learnt today? Ask learners to summarize the main points in the lesson				
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Have learners select sentences from their readers.</li> <li>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</li> <li>Have individual learners read out the sentences.</li> <li>Let learners copy the sentences into their exercise books.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				

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		<ul> <li>Have pupils share their work with their partners.</li> </ul>	
		Assessment: let learners copy sentences into their	
		exercise books in joint script	
Friday	Engage learners to sing songs	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital	What have we learnt today?
	and recite	letters, the full stop, comma, question mark,	Ask learners to
	familiar	exclamation mark, quotation marks, apostrophe,	summarize the main
	rhymes	hyphen etc	points in the lesson
		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of reading</li> </ul>	whole class
	read books	widely.	
	during the	<ul> <li>Have learners read books of their choice</li> </ul>	
	library	independently during the library period.	
	period	<ul> <li>Learners think-pair-share their stories with</li> </ul>	
		peers.	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to the</li> </ul>	
		class for feedback.	
		<ul> <li>Encourage them to visit the local library to</li> </ul>	
		read and borrow books.	
		<ul> <li>Encourage them to share whatever they read</li> </ul>	
		with their mates	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Les	son :		
					, S.	
Strand : Nur	nber		Sub-stran	d : 0	Counting, Representation	, Cardinality & Ordinality
Indicator (co	nde)	B6.1.1.1.1		$\mathbf{X}$		
Content star	-	B6.1.1.1.		$\mathbf{F}$		
(code)			N			
Performance Indicator		Learners can mod base block	lel number	quar	ntities up to 1,000,000 usi	ng graph sheets and multi-
-		ativity and Innovati ng and Problem So		inica	tion and Collaboration Pe	ersonal Development and
Keywords		<u>V</u> ,				
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Pag	e			
DAY	Phase 1:	Phase 2: Main Phase 3:			Phase 3:	
	Starter (preparing the brain for learning)	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
Monday	Sing songs like:	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod =			Review the lesson with Learners	

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	ľm	10,000; a flat = 100,000 and a block = 1,000,000;	
	counting	learners model 436,000 with the appropriate materials	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask pupils to model number quantities up to 1000,000	Review the lesson with
	like:	using graph sheets or multi-base materials. For instance,	Learners
		with multi-base block, a cube = 1000 unit; a rod =	
	ľm	10,000; a flat = 100,000 and a block = 1,000,000;	
	counting	learners model 436,000 with the appropriate materials	
	one, what		
	-	Assessment: have learners to practice with more	
	is one	examples	
Wednesday	0 0	Ask pupils to model the number 137,000 shading graph	Review the lesson with
	like:	sheet square as shown below	Learners
	ľm		
	counting		
	one, what		
	is one		
	1 - One is	100,000 10,000 1000	
		10,000 10,000	
	one alone,		
	alone it		
Thursday	shall be.	Assessment: have learners to practice with more examples	
Thursday	Sing songs	Give learners teacher-make token currency notes [¢10,	Review the lesson with
	like:	¢100 & ¢500 notes] on different coloured-paper and ask	Learners
		them work out how many will be required to model	
	ľm	given amounts up to ¢1,000,000; e.g. ¢123,480	
	counting		
	one, what		
	is one		

NANA FIIFI AC			
	1 - One is one alone, alone it shall be.	Image: second system         Image: second system         Image: second system         Image: second system         Assessment: have learners to practice with more system	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	examples Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to ¢1,000,000; e.g. ¢123,480	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	examples Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE CLASS: SIX Class size: Week Ending: Day: Date : Period : Lesson : Strand : DIVERSITY OF MATTER Sub-strand : LIVING AND NON-LIVING THINGS Indicator (code) B6.1.1.1.1 **Content standard (code)** B6.1.1.1. Performance Indicator Learners can classify plants based on their root system Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L.R. (s) **Pictures** Ref: Science curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Monday Learners uproot young plants (e.g. grass, beans, What have we learnt Engage today? mango, cassava and sweet potato) and bring to class. learners to sing songs Ask learners to and recite • Learners are shown pictures of the root systems of summarize the familiar different plants. important points of the rhymes lesson • Learners observe and identify the similarities and differences between the roots of the various plants. Task learners to put the plants into two main groups based on the similarities in their roots system.
		• Learners give reasons for their classifications	
		Assessment: let learners identify the similarities	
		between the roots of the various plants.	
Thursday	Engage	• Learners uproot young plants (e.g. grass, beans,	What have we learnt
	learners to	mango, cassava and sweet potato) and bring to class.	today?
	sing songs		Ask learners to
	and recite	• Learners are shown pictures of the root systems of	summarize the
	familiar	different plants.	important points of the
	rhymes		lesson
		<ul> <li>Learners observe and identify the similarities and</li> </ul>	
		differences between the roots of the various plants.	1
		• Task learners to put the plants into two main groups	
		based on the similarities in their roots system.	
		<ul> <li>Learners give reasons for their classifications</li> </ul>	
		Assessment: let learners identify the similarities	
		between the roots of the various plants.	

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SUBJECT: HISTORY

Week Ending:					Class	size:	
Day :			Da	ate :			
Period :			Le	esson	:		
Strand : Europe		Sub-stran	<b>d :</b> Im	pact of	European Presence		
						$\sim$	
Indicator (code) B6.3.			1.1				
Content standa	rd (code)	B6.3.4.	1.		$\mathbf{C}$		
Performance In	dicator				ne cha	nges that the European presence	
		-	t to Ghana.				
-	-		nmunicatio	on and	l Collab	oration Personal Development and	
Leadership Criti	ical Thinking and Problem S	solving.					
Keywords							
T. L .R. (s)		Pictures					
Ref:	History cu	urriculum Page					
DAY	Phase 1:	Phase 2	2: Main			Phase 3:	
	Starter	-	earning inclu	uding		Plenary / Reflections	
	(preparing the brain	assessr	nent)				
	for learning)						
Tuesday	Engage learners to	Show and discuss a		20	What have we learnt today?		
	sing songs and recite familiar	documentary of European presence in Ghana		an	Ask learners to summarize the		
	rhymes				main points in the lesson		
	inymes						
		Assessi	ment: let le	arner	s		
			n the chang	-			
			an presenc	e bro	ught to		
Thursday		Ghana.				What have we learnt today?	
Thursday	Engage learners to sing songs and	Show a	nd discuss	а		what have we learne toudy?	
			entary of E		an		
			ce in Ghana	•			

recite familiar		Ask learners to summarize the
rhymes		main points in the lesson
	Assessment: let learners	
What was the effect of formal education in Ghana?	mention the changes that the European presence brought to Ghana.	

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WANAAHIHINACUUNHSCHOOL

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:			
Day :			Da	te :			
Period :			Les	son :			
Strand : ALL			rand :	Nature of God			
Indicator (co	-	B6.1.1.1 .1			·		
Content sta	ndard (code)	B6.1.1.1.					
Performanc	e Indicator	Learners can describe th	e attrik	outes of God			
-		tivity and Innovation Com	munica	tion and Collaboration Pe	ersonal Development and		
	Critical Thinkin	ng and Problem Solving.		$\sim$			
Keywords			~	k.			
T. L .R. (s)		Pictures					
Ref:	Our World	Dur People curriculum P	age				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners in groups discus	ss the a	ttributes of God e.g.	What have we learnt		
	learners to	love, patience, merciful,	Omniso	cient- All-knowing.	today?		
	sing songs						
	and recite	Learners role play scenar	ios to r	eflect the attributes of	Ask learners to		
	familiar	God in their lives.		summarize the main			
	rhymes				points in the lesson		
		Assessment: Let learner	s descri	be the attributes of God			
Thursday	Engage				What have we learnt		
linarsaay	learners to	Learners write essays on	the att	ributes of God in	today?		
	sing songs	relations to themselves.	ine att		today:		
	and recite						

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	familiar	Assessment: Let learners write essays on the attributes	Ask learners to
	rhymes	of God in relations to themselves	summarize the main
			points in the lesson

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MMAFIFIACOUNTSCHOOL

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:			
Day :			Dat	e :			
Period :			Lesson :				
Strand : MO	TOR SKILLS AN	D MOVEMENT Sul	b-strand :				
PATTERNS							
Indicator (co	-	B6.1.1.1.1:		$\sim$			
	ndard (code)	B6.1.1.1.					
Performance	e Indicator				d bending the hips, knees,		
		and ankles to reduce	the impac	t force.			
-		•		ion and Collaboration P	ersonal Development and		
Leadership C	Critical Thinking	g and Problem Solving.					
Keywords							
,		$cO^{-}$					
T. L .R. (s)		cones					
Ref:	PE curriculum	n Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includi	ng assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
Futalass	for learning)	A. f. h. a			M/hat have use la such		
Friday	Learners jog	•	ties, learne	rs perform long jump	What have we learnt		
	round a	by:			today?		
	demarcated area in files	i. Practicing approach		single take off with a	Use answers to		
	while singing	ii. Practicing approac comfortable foot.	ii i uii aliu :	Single take on with a	summarise the lesson.		
	and clapping	iii. Practice landing o	n hoth fee	with emphasis on			
	to warm-up	bending the hips, kne		•			
	the body for	impact force.					
	maximal	iv. Learners practice a	at their ow	n pace base on their			
	performance	abilities.					
	and to	v. Learners cool dow	n to end th	e lesson			

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	prevent	
	injuries	

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Signature: ..... Date : .....

MANAFIIFIACOUAHSCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:				
Day :				Dat	e :			
Period :				Les	son :			
Strand · God His Croation and Attributos								
Strand : God, His Creation and Attributes Sub-stra			Sub-stran	ia : (	od the Creator			
Indicator (co	ode)	B6. 1.1.1.1						
Content sta	ndard (code)	B6. 1.1.1.						
Performanc	e Indicator	Learners can desc	ribe the n	atur	e of God through His att	ributes		
	•••••					ana and Davida and and		
-	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Leadership								
Keywords								
T. L .R. (s)		Pictures		$\mathbf{F}$				
Ref:	RME curricu	ılum Page	2					
	1		$\mathbf{V}$					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	uding ass	essm	ient)	Plenary / Reflections		
	(preparing the brain							
	for							
	learning)							
Friday	Engage	• Let learners list t	he attribu	utes	of God: love, patience,	What have we learnt		
	learners to	merciful, Omniscie	ent (All-kn	owir	ng), etc.	today?		
	sing songs	• Guide learners to	o discuss t	the a	ttributes of God in			
	and recite	English and local la	anguages.			Ask learners to		
	familiar	<ul> <li>In groups, ask lea</li> </ul>	arners to i	iden	ify the attributes of	summarize the main		
	rhymes	God that are prese	ent in hum	nank	ind: love, patience,	points in the lesson		
		merciful, etc.						
		Assessment let les	arners ide	ntif	the attributes of God			
		that are present in		-				

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:					Class size:	
Day :				Dat	e :	
Period :					son :	
Strand : INT	TO COMPUTING			SENERATION OF COMPU	TERS AND PARTS OF A	
				ER A	ND OTHER GADGETS	
Indicator (co	•	B6.1.1.1.1 B6.1.1.1.2				
	ndard (code)		1.1.1.			
Performance	e Indicator				he Generation of Compu	
					omponents of a Comp	outer System: Hardware,
			Software and Liveware.			
				inica	tion and Collaboration Pe	ersonal Development and
Keywords	ritical Thinkir	ng and Problem Sol	ving.		$\sim$	
Reywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page	$\sim$	7		
DAY	Phase 1:	Phase 2: Main	8			Phase 3:
	Starter	(new learning incl	luding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage				neration of Computers.	What have we learnt
Wednesday	learners to	Microprocessors	•	•		today?
Wednesday	sing songs	Minicomputers an			•	
	and recite	Microcomputers,	Nobile Pr	iones	s, etc	Ask learners to
	familiar		:		·····	summarize the main
	rhymes				vare (input, output,	points in the lesson
		-		•	ftware, Liveware and	
		discuss the compo				
		IND: THE DISCUSSION	i shoula d	e iim	ited to definition level.	
		Assessment: Let l	earners id	lentif	y components of a	
		Computer System	1			

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

SUBJECT: CREATIVE ARTS

Week Endi	ng:			Class size:				
Day :			Da	te :				
Period :			le	Lesson :				
r choù :			LC					
Strand : Vis	ual Arts	Sub-st	rand :	Thinking and Exploring Id	eas			
Indicator (c	ode)	B6 1.1.1.1						
Content sta	andard (code)	B6 1.1.1.						
Performan	ce Indicator	Learners can explore an	d stud	y the artworks of some i	nternational visual artists			
		and analyse how thei	r artw	orks reflect the histor	y and culture of some			
		communities in the worl	-					
-		-	munica	ation and Collaboration Po	ersonal Development and			
Leadership	Critical Thinki	ng and Problem Solving.						
Keywords			<u> </u>					
Reywords								
T. L .R. (s)		Pictures						
Ref:	Creative Ar	ts curriculum						
					1			
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter	(new learning including	assessr	nent)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
Manday	learning)	Learners are to			M/hat have we learnt			
Monday	Engage learners to	Learners are to:	idaac	Eacobook internet) to	What have we learnt			
		I use OERs (e.g. library,		· · ·	today?			
	sing songs and recite	study and share the artw visual artists (e.g. Mesha			Ask learners to			
	familiar	Michelangelo, Picasso, E			summarize the main			
	rhymes	Mahama, Rebecca Horn)		ui, Nala vvaikel, IVlaillill	points in the lesson			
	inyines	I discuss the works of th		national artists studied				
		in relation to the history						
		communities in the worl						
		communicies in the worl	u. FUI 6					

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		Mahama uses the transformation of materials to	
		explore among other themes the issue of migration and	
		the socio-economic and cultural heritage of a people;	
		Assessment: let learners explain how their artworks of	
		some international visual artists reflect the history and	
		culture of some communities in the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to		today?
	sing songs	I writE a brief about their choice of artist using the	
	and recite	following guidelines:	Ask learners to
	familiar	- Name	summarize the main
	rhymes	- Country of origin	points in the lesson
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred Media	
		- Contribution to the development of art	
		Assessment: let learners explain how their artworks of	
		some international visual artists reflect the history and	
		culture of some communities in the world	
'etted hv ·		Signature:	Date ·
		Signature	
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SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:				
Day :				Dat	e :			
Period :				Les	son :			
						×		
Strand :			Sub-stran	nd :				
Oral Langua	ge		Songs					
			Poems					
Indicator (co	ode)	B6.1.1.1.1	B6.1.1.1	L.2.	2			
Content sta	ndard (code)	B6.1.1.1.	B6.1.1.1	. (				
Performanc	e Indicator		-	-	-	h are used for traditional		
		dances and their correct rhythms						
				uld discuss the importance and some moral lessons of the				
			the dance					
		ng and Problem So		nica	tion and Collaboration Po	ersonal Development and		
Leadership		ig and i robicili so	iving.					
Keywords								
T. L .R. (s)		Manila cards, markers, recorded audios visual						
Ref:	Ghanaian La	anguage curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)		مرمام ما جسم ما:	+:		What have we learnt		
	Engage leaners to	-			al song in class, and	What have we learnt today?		
	sing songs	-	ing traditio	mai	songs with their correct	toudy:		
	and recite	rhythms.		f tha	dances are performed			
					dances are performed.			
		<ul> <li>Allow learners t</li> </ul>	lo uance to	ne	rhythm of the song.			

familiar		
rhymes	Assessment: let learners sing traditional songs with	Review the lesson with
	their correct rhythms and dance to the rhythm of the	learners
	song	
Engage leaners to sing songs and recite familiar	<ul> <li>With a recorded traditional song played in class, let learners listen and sing along, and on their own.</li> <li>Lead learners to discuss some morals of the traditional song.</li> <li>Discuss some importance of traditional songs to the</li> </ul>	What have we learnt today?
rhymes	<ul><li>community and to the people.</li><li>Lead learners to discuss the history or relevance of the songs.</li></ul>	Review the lesson with learners
	Assessment: let learners write importance and some moral lessons of the songs and the dances	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>With a recorded traditional song played in class, let learners listen and sing along, and on their own.</li> <li>Lead learners to discuss some morals of the traditional song.</li> <li>Discuss some importance of traditional songs to the community and to the people</li> </ul>	What have we learnt today?
	<ul> <li>community and to the people.</li> <li>Lead learners to discuss the history or relevance of the songs.</li> </ul>	Review the lesson with learners
	Assessment: let learners write importance and some moral lessons of the songs and the dances	

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

# TERM ONE BASIC SIX WEEK 2

MANAFIELACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Da	te :		
Period :		Les	son :		
			. 50		
Strand :		Sub-strand :			
A. Oral Language		A. Songs	, Poems		
B. Reading		_	Phonics		
C. Grammar Usage A	t Word	C. Nouns	5		
D. Writing		D. Penm	Penmanship and Handwriting		
E. Using Writing Con	ventions	E. Using	Capitalisation		
F. Extensive Reading		F. Buildi	ng the Love and Culture of Reading		
Indicator (code)	(B6.1.1.1.1 B6.1	•	1.1. B6.3.1.1.2 B6.4.2.1.1 B6.5.1.1.1. B6.6.1.1.1.		
Content standard (code)	(B6.1.1.1. B6.1.3				
Performance Indicator			central messages in songs to personal experiences.		
			ges of poems to personal experiences		
			Is with ending sounds like "sure" as in measure;		
	C. Learners	in creature and can identif	l "tch" as in Stretch y and use: Proper nouns to refer to		
			y and use: Proper nouns to refer to ount/non-count, Singular, Plural (regular, irregular),		
	-	olural marker.			
	•		a legible, fluent and personal handwriting style		
			opriate mechanical convention.		
			itique a variety of age- and level appropriate books		
	and prese	ent a one-page	critical commentary based on a set of criteria, on		
	each bool	<pre>k read</pre>			
-			tion and Collaboration Personal Development and		
Leadership Critical Thinkir	ng and Problem So	lving.			

Keywords		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
T. L .R. (s)							
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Engage learners to sing some familiar songs from their cultural background.</li> <li>Write lines of songs on chalk board and have learners read through the lines.</li> <li>Demonstrate singing of the songs as learners listen attentively.</li> <li>Guide learners to sing songs with stress and rhythm by clapping.</li> <li>Invite learners to sing individually and in groups</li> <li>Engage learners in reciting some familiar poems.</li> <li>Introduce learners to an eight-line poem on the board.</li> <li>Read/recite the poem clapping/tapping its rhythm.</li> <li>Have learners read lines of the poem ensuring correct pronunciation of words.</li> <li>Let learners take turns to read in groups and individually.</li> <li>Have learners discuss the central message and relate it to their personal experiences</li> <li>Assessment: let learners relate the central messages in songs and poems to personal experiences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> <li>Have groups write sentences with the target words and read out the sentences to the class.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				

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		Assessment: let learners write sentences with the target words and read out the sentences to the class.	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Revise all the types of nouns (refer to B1- B5).</li> <li>Provide learners with opportunities to further practise using these nouns.</li> <li>E.g.</li> <li>a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback.</li> <li>b. Use a language drill to help learners do practice activities.</li> <li>E.g. Pair Drill for singular/plural nouns <ul> <li>Learner "A" gives a noun – mango</li> <li>Learner "B" gives its plural form "mangoes" and uses it in a sentence – I love mangoes.</li> <li>C – Learners play the "Lucky Dip game" for practice.</li> <li>Learners take turns to dip their hands into a box containing words of collective nouns, pick a card and use the word in a sentence.</li> <li>E.g. a team of horses, a bevy of ladies, a flock of sheep D – Learners can look for types of nouns using the internet and use them in sentences</li> </ul> </li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>D.WRITING</li> <li>Have learners select sentences from their readers.</li> <li>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</li> <li>Have individual learners read out the sentences.</li> <li>Let learners copy the sentences into their exercise books.</li> <li>Have pupils share their work with their partners.</li> <li>Assessment: let learners copy sentences into their exercise books in joint script</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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

SUBJECT: MATHEMATICS

Week Ending	Week Ending:				Class size:		
Day :				ate	2:		
Period :			Le	Lesson :			
			Sub-strand : Ordinality	d: Counting, Representation, Cardinality &			
Indicator (co	de)	B6.1.1.1.2 B6.1	1.1.1.3	0			
Content star	ndard	B6.1.1.1. B6.1	1.1.1.				
(code)							
Performance	e Indicator				rs in figures and in words up fferent positions around a		
-		tivity and Innovatior inking and Problem		on	and Collaboration Persona	l Development	
Keywords	4						
T. L .R. (s)		Counters					
Ref:	Mathemati	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding assessme	ent	)	Plenary /	
	(preparing					Reflections	
	the brain						
	for						
	learning)						





Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Display a number chart in multiples of 1,500 betwand 50,000 and lead learners identify numbers in positions around a given number. Put learners in give each group a number grid and have them id numbers in different positions around a chosen r         10,000       11,500       12,000       13,500       15,0         20,000       21,500       22,000       23,500       24,0         30,000       31,500       33,000       34,500       36,0         40,000       41,500       53,000       54,500       56,0         60,000       61,500       63,000       64,500       66,0	a different pairs and entify number 00 16,500 00 25,500 00 37,500 00 47,500 00 57,500	Review the lesson with Learners
		Assessment: have learners to practice with more	examples	
Thursday	Sing songs like: I'm counting	Display a number chart in multiples of 1,500 betw and 50,000 and lead learners identify numbers in positions around a given number. Put learners in give each group a number grid and have them id numbers in different positions around a chosen r	Review the lesson with Learners	
	one, what is one 1 - One is one alone, alone it shall be.	10,000       11,500       12,000       13,500       15,0         20,000       21,500       22,000       23,500       24,0         30,000       31,500       33,000       34,500       36,0         40,000       41,500       43,000       44,500       46,0         50,000       51,500       53,000       54,500       56,0         60,000       61,500       63,000       64,500       66,0	00 25,500 00 37,500 00 47,500 00 57,500 00 67,500 examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Display a number chart in multiples of 1,500 between and 50,000 and lead learners identify numbers in positions around a given number. Put learners in give each group a number grid and have them idenumbers in different positions around a chosen r         10,000       11,500       12,000       13,500       15,00         20,000       21,500       22,000       23,500       24,00         30,000       31,500       33,000       34,500       36,00         40,000       41,500       43,000       44,500       46,00	a different         pairs and         entify         number         00       16,500         00       25,500         00       37,500	Review the lesson with Learners

alone it	50,000	51,500	53,000	54,500	56,000	57,500
shall be.	60,000	61,500	63,000	64,500	66,000	67,500
	Assessmen	t: have lea	rners to pr	ractice with	h more exa	amples

Vetted by :....

Signature: ..... Date : .....

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SUBJECT: SCIENCE

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : DIV	ERSITY OF MA	ATTER	Sub-stran	d : l	IVING AND NON-LIVING	THINGS	
				-			
Indicator (co	ode)	B6.1.1.1.1			$\tilde{0}$		
Content sta	ndard (code)	B6.1.1.1.					
Performanc	e Indicator	Learners can class	sify plants b	base	d on their root system		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
-		ng and Problem Sol		mea			
		-			<u> </u>		
Keywords			cO				
()							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
DAT	Starter	(new learning incl	luding asse	accm	ent)	Plenary / Reflections	
	(preparing	(new learning incl	iuuilig asse	23311		Tiendry / Reflections	
	the brain						
	for	N .					
	learning)						
Monday	Engage	Review previou	s lesson on	par	ts of a plant with	What have we learnt	
	learners to	learners (stem, ro	oot, leaves a	and	flowers).	today?	
	sing songs	Learners uproot	t young pla	nts	e.g. grass, beans,		
	and recite	mango, cassava a	nd sweet p	ota	o) and bring to class.	Ask learners to	
	familiar	• Learners are she	own picture	es o	f the root systems of	summarize the	
	rhymes	different plants.				important points of the	
		Learners observ	ve and iden	tify	the similarities and	lesson	
		differences betwe	een the roo	ots o	f the various plants.		
		Task learners to	put the pla	ants	into two main groups		
		based on the simi	ilarities in t	heir	roots system.		

NANATIITAC			
		<ul> <li>Learners give reasons for their classifications.</li> </ul>	
		Assessment: let learners identify the differences between the roots of the various plants.	
Thursday	Engage	• Build the vocabulary of learners by explaining to them	What have we learnt
	learners to	the two main root systems of plants, namely: tap roots	today?
	sing songs	and fibrous roots.	
	and recite	• Learners to mould tap root and fibrous root using blu	Learners, in groups,
	familiar	tack and display for discussion.	gather different objects
	rhymes		such as ruler, erasers,
		Assessment: let learners classify plants based on their	exercise books, comb,
		root system	plastic bowls,
			connecting wires, cups,
			plates, cooking pans,
			roofing sheets, iron
			nails, pins, etc. for next
			lesson

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

Signature: ..... Date : .....

SUBJECT: HISTORY

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : Euro	opeans in Gha	ina	Sub-stran	d :	mpact of European Prese	ence
Indicator (co	ode)	B6.3.4.1.1				
	ndard (code)	B6.3.4.1.				
Performanc			ss the char	nges	that the European prese	ence brought to Ghana.
				nica	tion and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Sol	ving.	$\mathbb{N}$		
Keywords			-0	Ż		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essn	nent)	Plenary / Reflections
	(preparing	<i>(())</i>				
	the brain					
	for					
Tuesday	learning)	Discuss the estivi	tios the Tu	ron	and ongogod in (trada	What have we learnt
Tuesday	Engage learners to	vocational trainin		•	eans engaged in (trade,	What have we learnt
			-		translation of the Bible).	today?
	sing songs and recite			, , ,		Ask learners to
	familiar	Assessment: let le	earners me	ntio	n activities the	summarize the main
	rhymes	Europeans engage	ed in			points in the lesson
	ingines					
	What was					
	the effect					
	of formal					

	education		
	in Ghana?		
	How did it		
	affect the		
	lives of the		
	people?		
Thursday	Engage	Discuss the activities the Europeans engaged in (trade,	What have we learnt
	learners to	vocational training centres, health facilities,	today?
	sing songs	development of local alphabet, translation of the Bible).	
	and recite		Ask learners to
	familiar	Assessment: let learners mention activities the	summarize the main
	rhymes	Europeans engaged in	points in the lesson
	What		
	health		
	facilities		
	were		
	introduced		
	by the		
	Europeans?		

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : ALL ABOUT US Sub-stra			Sub-stran	ld : №	Ayself		
ludiosta ( /	- d - )				$\sim$		
Indicator (co		B6.1.2.1. 1.					
	ndard (code)						
Performanc	e Indicator	Learners can expla	in proble	ems a	associated with adolesce	nce	
Core Compe	tencies: Crea	tivity and Innovatior	n Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solvi	ing.				
Keywords				$\left( \cdot \right)$			
Reywords							
T. L .R. (s)		Pictures					
Ref:	Our World (	Dur People curriculi	um Page	5			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	ding asse	essn	ient)	Plenary / Reflections	
	(preparing	$(\mathcal{O})$					
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners talk about	t and list (	char	ges that occur during	What have we learnt	
	learners to	adolescence.				today?	
	sing songs	Learners think-pair	-share or	n cha	llenges associated with		
	and recite	adolescence				Ask learners to	
	familiar					summarize the main	
	rhymes	Assessment: Let le	arners ex	cplai	n problems associated	points in the lesson	
		with adolescence					
Thursday	Engage	Learners illustrate	challenge	es fa	ing adolescence using	What have we learnt	
	learners to	the Future's Wheel	l e.g.			today?	
	sing songs	i. engaging in sexua	al activity	can	result in		

	and recite familiar rhymes	<ul> <li>ii. acquiring sexually transmitted infections</li> <li>(STIs) including HIV</li> <li>iii. teenage pregnancy and parenthood</li> <li>iv. streetism and poverty</li> <li>v. drug use and abuse</li> <li>vi. negative peer pressure leading to criminal activities</li> <li>Assessment: Let learners illustrate challenges facing</li> <li>adolescence using the Future's Wheel</li> </ul>	Ask learners to summarize the main points in the lesson
/etted by :		Signature:	Date :
		AHSCHO	
		RODE	
		ANAFILL	

SUBJECT: PHYSICAL EDUCATION

Week Endi	ng:			Class size:		
Day :				Date :		
Period :			Lesson :			
Strand : MOTOR SKILLS AND MOVEMENT		Sub-strand	I: LOCOMOTOR SKILLS			
PATTERNS						
Indicator (c	code)	B6.1.1.1.2			V	
Content standard (code) B6.1.1.1.		B6.1.1.1.		$\langle O \rangle$		
Performance Indicator		Learners can pe	rform the	differences in applying a	nd receiving force when	
		jumping for heigh	nt and dista	nce (high jump).		
-		•		cation and Collaboration Pe	ersonal Development and	
Leadership	Critical Thinking	g and Problem Solv	ring.			
Keywords						
,		$cO^{2}$				
T. L .R. (s)		cones				
Ref:	PE curriculum	n Page	, Y			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain					
Friday	for learning)	Learners after ad	oquato war	mun thay so through a	What have we learnt	
Friday	Learners jog round a		-	m up, they go through a earners use both arms	today?	
	demarcated			as needed during	today:	
	area in files		id take-off. Learners control the flight		Use answers to	
	while singing			slightly backwards, one-	summarise the lesson.	
	and clapping			off, feet land shoulder		
	to warm-up	-		ees with the height of the		
	the body for	jump and landing	on the ball	s of feet (double landing).		
	maximal					
	performance					
	and to					

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	prevent		
	injuries		

Vetted by :.....

Signature: ..... Date : .....

MANAFIIFIACOUNTSCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Goo	d, His Creatior	and Attributes	Sub-stran	id : (	od the Creator	
Indicator (code)		B6. 1.1.1.1	1			
Content standard (code)		B6. 1.1.1.				V
Performance Indicator		Learners can des	cribe the n	atur	e of God through His att	ributes
-		tivity and Innovations and Problem So		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	PC.			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essm	ient)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	how they can rela • Guide learners God and present	ate the attr to write es their work earners wri	ibut says s to ite e	rs, let learners show es of God to their lives. on the attributes of class for discussion ssays on how they can heir lives	What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: COMPUTING

Week Endin	g:			Class s	ize:		
Day :			D	Date :			
Period :			L	Lesson :			
Strand : Intro	oduction to c	omputing	Sub-strand	: INTRODU	JCHON TO MS-W	INDOWS INTERFACE	
Indicator (co	ode)	B6.1.2.1.1. B6.1	L.2.1.2 B6.2	1.1.1.3	B6.1.2.1.4.		
Content standard (code) B6.1.2.1. B6.1.2			2.1. B6.	1.1.1.	B6.1.2.1.		
Performance	e Indicator	Learners	can explore	the use c	of the desktop B	ackground, changing the	
			•			icons and Taskbar of the	
		backgrour					
		Learners c	an demonstr	rate the us	se of the Recycle	Bin or Trash Can	
		Learners of	an perform	permanen	it delete or Empt	y Trash can and restoring	
		files or ico	ons in the rec	ycle bin			
		• Learners can explore the use of Copy, Paste, Delete tools, the moving of					
		folders by	using the De	e Desktop Pop-Up menu.			
-				cation and	d Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkin	ng and Problem Sol	lving.				
Keywords							
ney wor do		K.					
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
		Y					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	luding asses	sment)		Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
	Engage	Guide learners to	use the desk	ton Backs	round change	What have we learnt	
	learners to	the themes, color				today?	
Wednesday	sing songs						
,	and recite	Guide learners to	use the recv	cle bin bv	deleting and	Ask learners to	
	familiar	viewing deleted fi		,	-	summarize the main	
	rhymes					points in the lesson	

Support learners to liken the Recycle bin and its use to	
the real-world office trash can.	
Guide learners to use the Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.	
Assessment: Let learners describe the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu	

Vetted by :....

Signature: ..... Date : .....

WANA FILFILA

SUBJECT: CREATIVE ARTS

Week Endir	ng:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Feriou.				Les		
Strand : Performing Arts Sub-stra			Sub-strar	nd : 1	hinking and Exploring Id	eas
						×
Indicator (c	ode)	B6 2.1.1.1				
Content standard (code) B6 2.1.1.						
Performance	ce Indicator	Learners can exp	olore and	stu	dy performing artwork	s of some international
		performing artists	and ana	lyse	how their composition	s reflect the history and
		culture of some co	ommunitie	es in	the world	
-				inica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinki	ng and Problem Solv	ving.			
Keywords			$-\Theta$			
Reywords			R			
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
wonday	learners to		arary yide	205	acebook, internet) to	today?
	sing songs		•		some international	
	and recite	,			Jackson, Fred Astaire,	Ask learners to
	familiar	Elton John, Bright				summarize the main
	rhymes		•	•	o Marley, Kojo Antwi,	points in the lesson
	,	Seidou Keita, Eddi			,, j,	
		-			ational artists studied	
		in relation to the h				

		communities in the world. For example, 'Exodus' by Bob	
		Marley;	
		Walley,	
		Assessment: let learners explain how artworks of some	
		international performing artists and their compositions	
		reflect the history and culture of some communities in	
		the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to		today?
	sing songs	I write briefs about choice of artists using the following	
	and recite	guidelines:	Ask learners to
	familiar	- Name	summarize the main
	rhymes	- Country of origin	points in the lesson
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred compositions and performances	
		- Contribution to the development of the performing	
		arts industry	
		Assessment: let learners explainlain how artworks of	
		some international performing artists and their	
		compositions reflect the history and culture of some	
		communities in the world	
SUBJECT: GHANAIAN LANGUAGE

Week Ending:			Class size:		
Day :		Dat	te :		
Period :		Les	son :		
				0	
Strand :	Su	ub-strand :		5	
Oral Language	Po	oems	$\sim$		
		_	Story Telling		
Dramatisation and Role Play					
Indicator (code)		.1.4.1.1		36.1.5.1.1	B6.1.5.1.2
Content standard (code)		.1.4.1.		B6.1.5.1.	B6.1.5.1.
Performance Indicator			poems correctly	and recogr	nise the key words and
	talk about th			1 1.00	
	<ul> <li>Learners sho and stories.</li> </ul>	should indicate the similarities and differences between folktales			
		uld discuss i	the values or mor	als of folkt	ales and of stories.
			ory of about eight		
			, setting, costume		
	Learners sho		-		
Core Competencies: Crea	tivity and Innovation	Communica	tion and Collabor	ation Perso	onal Development and
Leadership Critical Thinkir	ng and Problem Solvir	ng.			
Keywords					
T. L .R. (s)	Manila cards, marke	ers, recordeo	l audios visual		
Ref: Ghanaian La	anguage curriculum				
DAY Phase 1:	Phase 2: Main Phase 3:				
Starter	(new learning includ	aing assessn	nent)	PI	lenary / Reflections
(preparing the brain					
for					
learning)					

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Engage leaners sing so and reci familiar rhymes	<ul> <li>gs</li> <li>Call a learner to explore the poem with the correct</li> </ul>	What have we learnt today? Review the lesson with learners
	<ul> <li>With the copies of the poem, brainstorm and lead learners to say the theme of the poem.</li> <li>Bring a resource person to explore a poem, or play back a poem recital.</li> <li>Put learners into groups to bring out the issues discussed in the poem and the theme.</li> <li>Listen to each group's theme and discuss it.</li> </ul>	
	Assessment: let learners identify the key words and themes in poems.	
Engage leaners sing so and reci familiar rhymes	gs • Tell a folktale and a story.	What have we learnt today?
	<ul> <li>and stories in their groups.</li> <li>Let a learner recount a folktale and another learner a story.</li> <li>Let learners discuss the differences between folktales and stories in pairs.</li> <li>Write out some of the differences on the board.</li> <li>Let learners debate to confirm the differences found from the discussion.</li> </ul>	Review the lesson with learners
	<ul> <li>Let learners discuss the values or morals of folktales and stories in groups.</li> <li>Let each group present the findings to the whole class</li> </ul>	
	Assessment: let learners mention the values or morals of folktales and stories.	

Engage	Discuss a story line with learners.	What have we learnt
leaners to	• Let a learner tell a story and lead learners to recognise	today?
sing songs and recite familiar rhymes	<ul> <li>be ter a rearrier ten a story and read rearriers to recognise the storyline.</li> <li>Write out the story line on the board.</li> <li>Guide learners to recognise the characters, setting, costumes and of a play shown to them.</li> <li>Let the learners write the characters identified on the board and discuss their role in the story</li> </ul>	Review the lesson with learners
	<ul> <li>Allow learners to read a story.</li> <li>Guide learners to re-tell the story.</li> <li>Let learners identify the characters and suggest costumes for the characters where necessary.</li> <li>Let learners discuss the setting for the story read.</li> <li>Discuss with learners some processes and key considerations in changing a story into a drama.</li> <li>Direct learners to perform the drama.</li> </ul>	
	Assessment: let learners perform a drama	

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

# TERM ONE BASIC SIX WEEK 3



SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Dat	e:		
Period :			son :		
Period :		Les	ion :		
			. (		
			5		
Strand :		Sub-strand :	$\langle \rangle$		
A. Oral Language		A. Story	elling		
B. Reading		B. Word Families			
C. Grammar Usage At	Word	C. Deterr	niners		
D. Writing			aph Development		
E. Using Writing Conve	entions	-	Punctuation		
F. Extensive Reading		<b>F.</b> Buildir	g the Love and Cult	ture of Reading	
Ludiantes (anda)					
. ,			1.1 B6.4.6.1.1. B 1. B6.4.6.1. B		
Content standard (code) Performance Indicator				B6.5.2.1. B6.6.1.1. texts or stories and persona	
Performance mulcator	experience		lections between	texts of stories and persona	
	•		n minimal pairs to o	decode words	
			use definite and in		
		-		nodes of writing for a variety o	
		purposes, audience, and contexts, and organise facts, ideas and/or points			
			-	delivery, using appropriate tex	
	features				
	E. Learners ca	an use the c	omma around a pł	nrase for the modifying of the	
	proceeding	g noun; quotat	on marks to indica	te direct speech; apostrophe to	
	show plura	l possession,			

Leadership	o Critical Thinkii	and present a one each book read tivity and Innovation Com ng and Problem Solving.	e-page critical commentai munication and Collaborat	-	
Keywords					
T. L .R. (s)		Word cards, sentence car library.	ds, letter cards, handwrit	ing on	a manila card and a clas
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	assessment)	9	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE Have the learners recall of • Tell or read a story to le • Invite individuals to retor story map/herringbone so • Lead the class to discus relate the story to their por Assessment: let learners and relate the story to th	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Give examples of minima	l pairs let learners come up with		What have we learnt today? Ask learners to summarize the main points in the lesson
		goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan		
			se and other similar spellir (two or three patterns at a the sounds.	-	

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		Have learners read several words having the spelling pattern.	
		Let learners also read the words in context.	
		Assessment: let learners use common minimal pairs to decode words	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>C.GRAMMAR</li> <li>Briefly revise nouns. Learners read/listen to a passage having several nouns.</li> <li>Have them identify the nouns stating their types.</li> <li>Learners identify the nouns noting words that precede them e. g. the, an</li> <li>Select sentences containing nouns and articles and use them to explain the use of the articles "a", "an" and "the" simply.</li> <li>In groups, learners write sentences and underline the articles.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners write sentences and underline the articles.	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing. i. Process ii. Narrative iii. Descriptive iv. Persuasive v. Argumentative vi. Letter • Put learners into small groups and assign each group a mode of writing. • Have learners study the sample text. • Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience • Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. iv. Encourage learners to use search engines to search for the different modes of writing they have studied.	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners choose one of the modes of writing, to write on	

VANA FIIFLAC Friday		E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Fludy	Engage learners to	Revise punctuations with learners.	today?
	sing songs	<ul> <li>Give out samples of relevant texts to groups of</li> </ul>	
	and recite	learners to identify the punctuation marks used.	Ask learners to
	familiar	e.g. 1. Kofi, my friend, will help me do my homework	summarize the main
	rhymes	2. I like football," said Ama.	points in the lesson
	ingines	3. This is girls' work.	
		4. Mary: Kofi, do you like my pen?	
		Kofi: Yes, I do.	
		• Write a text on the board, leaving out the punctuation	
		marks.	
		Have the whole class punctuate it.	
		• Have them study unpunctuated texts individually for a	
		few minutes and then re-write the texts using	
		appropriate punctuation marks where they have been	
		omitted.	
		Assessment: let learners punctuate unpunctuated texts	
		using appropriate punctuation marks where they have	
		been omitted.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of reading</li> </ul>	whole class
	read books	widely.	
	during the	Have learners read books of their choice	
	-		
	library	independently during the library period.	
	period	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to the class</li> </ul>	
		for feedback.	
		• Encourage them to visit the local library to read and	
		borrow books.	
		Sonow Sooks.	
		• Encourage them to chare whatever they read with	
		• Encourage them to share whatever they read with	
		<ul> <li>Encourage them to share whatever they read with their mates</li> </ul>	
		their mates	
		their mates	
		their mates Assessment: let learners read and critique a variety of	

/etted by :	Signature:	Date :
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SUBJECT: MATHEMATICS

Week Ending:				C	lass size:	
Day :			[	Date :		
Period :				Lessor	· ·	
			•	20000		
					<u> </u>	
Strand : Num	ber		Sub-strand	: Cour	nting, Representation, Ca	ardinality & Ordinality
Indicator (co	de)	B6.1.1.1.4				
Content standard (code)		de) B6.1.1.1.				
Performance	Indicator			rder w	whole numbers up to	00,000 and represent the
		comparison using "				<b>-</b>
-		and Problem Solving		on and	Collaboration Personal	Development and
		and roblem solving				
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematics	s curriculum Page				
						I .
DAY	Phase 1:	Phase 2: Main		.,		Phase 3:
	Starter	(new learning inclu	ding assessn	ment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Sing songs	Learners identify numbers which are 10,000 more or 10,000 Review the lesson with			Review the lesson with	
	like:	less than a given six-digit number. E.g. 123,400 is 10,000 less Learners than 133,400 Learners use words such as: "equal to"			Learners	
	ľm				se symbols such as "<",	
	counting	"=", ">" to compare		•		
	one, what	consideration the p number. E.g. 10020				
	is one	10020		., 40, 9		

		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 123,400 is 10,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200=100200,2746794>2646796 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 work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368, 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 work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368, Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc. Assessment: have learners to practice with more examples	Review the lesson with Learners

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

SUBJECT: SCIENCE

Week Endi	ng:				Class size:	
Day :			Date :			
Period :				Les	son :	
Strand : DIVERSITY OF MATTER     Sub-strand : MATERIALS					$\sim$	
		Γ				
Indicator (c	-	B6.1.2.1.1				
Content sta	andard (code)	B6.1.2.1.				
Performan	ce Indicator	Learners can kno	ow the gene	eral	properties of metals s	uch as lustre, malleability,
		conductivity and				
				nica	ion and Collaboration F	Personal Development and
Leadership	Critical Thinki	ng and Problem So	lving.			
Keywords				)-		
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners, in grou	ps, gather d	liffe	ent objects such as	What have we learnt
	learners to	ruler, erasers, exe	ercise books	s, co	mb, plastic bowls,	today?
	sing songs	connecting wires	, cups, plate	es, c	ooking pans, roofing	
	and recite	sheets, iron nails,	, pins, etc.			Ask learners to
	familiar	Learners classif	y the variou	ıs m	aterials as metals or	summarize the
	rhymes	non-metals based	d on the foll	lowi	ng properties: lustre,	important points of the
		malleability, cond	ductivity and	d du	ctility.	lesson
		• Learners give re	easons for th	heir	classification.	
		Relate the lesse	on to everyd	day a	activities that involve	
		the use of metals	the use of metals.			

		• Given a piece of aluminium foil and a drinking straw,	
		learners describe how they will use conductivity to	
		classify them as metals or non-metals.	
		Assessment: let learners explain following properties of	
		metals: lustre, malleability, conductivity and ductility	
Thursday	Engage	Learners design and make simple machines with metals.	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners design and make simple	
	and recite	machines with metals.	task learners to
	familiar		investigate the relative
	rhymes		size of the sun in
			relation to its function
			in the solar system for
			the next lesson

Vetted by :....

Signature: ..... Date : ..... Signature:

SUBJECT: HISTORY

Week Ending:			Cla	ss size:		
Day :			Date :			
Period :			Lesson :			
Strand : Europe	ans in Ghana	Sub	strand : Impa	ct of European Presence		
Indicator (code	)	B6.3.4.1.1		$\langle O \rangle$		
Content standa	rd (code)	B6.3.4.1.	C	$\sim$		
Performance In	dicator	Learners ca brought to		changes that the European presence		
Leadership Criti	icies: Creativity and Innovation Ical Thinking and Problem Solv		ation and Coll	aboration Personal Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History cur	riculum Pag	е			
DAY	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 negative effects did European presence		European presence on Ghana Ask learner		What have we learnt today? Ask learners to summarize the main points in the lesson		
	have on Ghanaians?	European p Ghana	resence on			
Thursday	Engage learners to sing songs and recite familiar rhymes	Debate the European p Ghana	-	What have we learnt today?		

What neg	ative effects		Ask learners to summarize the main points in the lesson
did Europ	ean presence V Ghanaians? E	write about the impacts of European presence on Ghana	

Vetted by :....

Signature: ..... Date : .....

MANAFILIA

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:	
Day :			Date :			
Period :				Les	son :	
Strand : ALL	ABOUT US		Sub-strar	nd : [	//vself	
Indicator (co	ode)	B6.1.2.1.2.				
Content sta	ndard (code)	B6.1.2.1.				
Performanc	e Indicator	Learners can expl	ain how to	o ma	nage the problems that o	occur during adolescence.
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	inica	tion and Collaboration P	ersonal Development and
-		ng and Problem Sol				
		[		$\sim$		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	ılum Page	е		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners in group			-	What have we learnt
	learners to		ome with c	chan	ges during adolescence.	today?
	sing songs	e.g.				
	and recite					Ask learners to
	familiar	i. counselling fron	•			summarize the main
	rhymes	ii. discussing prob		•	-	points in the lesson
		iii. dressing in a m	odest way	/ to a	avoid enticing the	
		iv. opposite sex				
		v. being assertive	(self-confi	iden	ce to say 'NO' to	
		premarital				

			1
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	
y Enga	gage	Learners in groups discuss how to manage the	What have we learnt
lear	arners to	challenges that come with changes during adolescence.	today?
sing	ig songs	e.g.	
and	d recite		Ask learners to
fami	miliar		summarize the main
rhyr	ymes	vi. sex and other actions which may destroy	points in the lesson
		vii. your future plans)	
		viii. respecting the sexual rights of others	
		ix. not forcing to have sex with pupils, etc.	
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	
/ :		Signature:	Date :
		AFIIFIA	
	1	ANAFILL	

Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION

Week Endir	ng:			Class size:			
Day :		Date :					
Period :				Lesson :			
Strand : MOTOR SKILLS AND MOVEMENT			Sub strong	nd : MANIPULATIVE SKILLS			
PATTERNS	TUR SKILLS AN		Sub-Strai	IU : MANIPULATIVE SKILLS			
Indicator (c	ode)	B6.1.2.1.1					
Content sta	ndard (code)	B6.1.2.1.					
Performanc	e Indicator	Learners can roll	ball using	a stick in a game situation (h	ockey).		
Core Comp	etencies: Creati	vity and Innovatio	n Commur	nication and Collaboration Pe	rsonal Development and		
-		g and Problem Solv		2			
Keywords							
,							
T. L .R. (s)		cones					
Ref:	PE curriculum	n Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	cluding ass	essment)	Plenary / Reflections		
	(preparing the brain						
	for learning)						
Friday	Learners jog	After a warm-up,	, learners p	practice how to:	What have we learnt		
	round a	i. hold or handle	•		today?		
	demarcated	ii. role the ball fro	om place to	o place at learners' pace.			
	area in files iii. play a mini hockey game			in groups using rolling skill.	Use answers to		
while singing iv. Learners cool down to e		down to ei					
	and clapping						
	to warm-up						
	the body for						
	maximal						
	performance						

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and to				
prevent				
injuries				

Vetted by :....

Signature: ..... Date : .....

MANAFIIFIACOUAHSCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : Goo	His Creation	and Attributes	Sub-stranc	d : T	he Environment		
Indicator (co	ode)	B6.1.2.1.1					
Content sta	ndard (code)	B6.1.2.1.			~0	~	
Performanc	e Indicator	Learners can expla	ain how hui	mar	ikind and the environme	nt interrelate.	
Core Compe	tencies: Crea	L tivity and Innovatio	on Commun	nica	tion and Collaboration Pe	ersonal Development and	
-		ng and Problem Solv			5	·	
Kaunanda		[		_			
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for	$(\mathcal{O})$					
	learning)						
Friday	Engage	<ul> <li>With questions a</li> </ul>	and answer	rs, g	uide learners to explain	What have we learnt	
	learners to	the natural enviro	nment: thi	ngs	around us that were	today?	
	sing songs	created by God an	nd can affec	ct o	ur lives.		
	and recite	<ul> <li>Let learners mer</li> </ul>	ntion things	s ar	ound us that were	Ask learners to	
	familiar	created by God:				summarize the main	
	rhymes	- air , water, land,	plants, anii	mal	s, etc.	points in the lesson	
		• Guide learners to	o discuss th	he ir	nterrelationship among		
		God's creatures:					
		- Humankind and a	animals de <sub>l</sub>	pen	d on plants for air,		
		food, medicine, sh	nelter, etc.				
		- Plants depend or	n humankir	nd a	nd other animals for		
		survival (dispersal	of seeds, p	olan	ting of trees, etc.).		

- Some animals depend on other animals for food (carnivores) and shelter (parasites).	
Assessment: let learners give examples of the interrelationship among God's creatures:	

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MANAFIFICACIONALSCHOOL

SUBJECT: COMPUTING

Week Ending:				Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand : Intro	omputing Sub-	-strand :	DATA, SOURCES AND USA	\GE		
Indicator (co	ode)	B6.1.3.1.1. B6.1.3.1.2	2 B6.1.3	8.1.3 B6.1.3.1.4		
	ndard (code)	B6.1.3.1 B6.1.3.1.	B6.1.3	3.1. B6.1.3.1.		
Performance Indicator		<ul> <li>Learners can identify types of data. (Integers, double, characters, float etc.)</li> <li>Learners can identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.)</li> </ul>				
				-	g information from other	
				nfrared, Radio, Fax, Telep		
		Learners can demonstrate basic manipulations on sample data e.g.				
Core Compe	tencies: Crea	arranging data in a matrix table, sorting and calculations etc. tivity and Innovation Communication and Collaboration Personal Development and				
-		ng and Problem Solving.				
			~ 			
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
					L	
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning including	g assessn	nent)	Phase 3: Plenary / Reflections	
	the brain					
	for					
	learning)					
	Engage	Guide learners to ident	tify and re	ecord data in the	What have we learnt	
Wednesday	learners to	different forms			today?	
Wednesday	sing songs and recite familiar	Guide learners to discuss where one can get data and Ask learners to information Summarize the main term of the second se				
	rhymes				points in the lesson	

Guide learners to mention or talk about where one can
receive or send Information
Guide learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying, dividing and adding values of sample data.
Learners can also be guided to generate age data from dates of birth
Assessment: Let learners describe how to do basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Date :			
Period :			Les	son :		
			200			
Strand : Per	forming Arts	Sub-strar	nd : <sup>-</sup>	Thinking and Exploring Id	eas	
				$\sim$		
Indicator (co	-	B6 1.2.2.1				
	ndard (code)	B6 1.2.2.				
Performanc	e Indicator	Learners can experiment w				
		visual artworks based on ow			erstanding of the artworks	
		of some international visual				
-		tivity and Innovation Commu	inica	tion and Collaboration Po	ersonal Development and	
Leadership	Lritical Ininkii	ng and Problem Solving.	ア			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Monday	learning)	Learners are to:			What have we learnt	
wonday	Engage learners to	critically examine the wor	kc o	como international	today?	
	sing songs	artists;	K3 U			
	and recite	<ul> <li>make similar works of the</li> </ul>	inte	rnational artists studied	Ask learners to	
	familiar	using available materials an			summarize the main	
	rhymes	environment. e.g.	u 10		points in the lesson	
	i i i yi i co	- clay, plasticine, papier mâ	chá I	naner nuln) etc. for		
		modelling and casting;				
		- straw, yarn, paper etc. for	W/62	ving		
			wea	v		

		- odds and ends for constructing and assembling;	
		- brushes and paint for painting;	
		I discuss, compare and share their experiences through	
		jury and peer review.	
		Assessment: let learners create visual artworks based	
		on own views, knowledge and understanding of the	
		artworks of some international visual artists	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Critically examine the works of some international	today?
	sing songs	artists;	
	and recite	Imake similar works of the international artists studied	Ask learners to
	familiar	using available materials and tools from the local	summarize the main
	rhymes	environment. e.g.	points in the lesson
		- craft tools for perforating, shaping and punching;	
		- folding and shaping paper to make origami and	
		quilling;	
		<ul> <li>spatula and scooping tools for modelling;</li> </ul>	
		- needle for sewing, etc.	
		I discuss, compare and share their experiences through	
		jury and peer review.	
		Assessment: let learners create visual artworks based	
		on own views, knowledge and understanding of the	
		artworks of some international visual artists	

SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:		
Day :			D	ate :		
Period :			L	Lesson :		
Strand : Reading Sub			Sub-strand	: Phonics: Letter Sound Kn	owledge	
Indicator (c	ode)	B6.2.4.1.1.	B6.2.4.1.2	B6.2.4.1.3.		
Content sta	andard (code)	B6.2.4.1.	B6.2.4.1.	B6.2.4.1.		
-		them. • Learners	should blend should recogr ion Communic	three or more syllables to hise and say consonant clu cation and Collaboration P		
T. L .R. (s)		Manila cards, ma	arkers record	ed audios visual		
Ref:	Ghanaian La	anguage curriculu	-			
DAY Phase 1: Phase 2: Main Starter (new learning includin (preparing the brain for learning)		cluding assess	sment)	Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite	<ul> <li>Ask learners to on the board.</li> </ul>	mention som ds into two, tl	briefly with learners. he words and write them hose consisting of liagraphs.	What have we learnt today?	

familiar rhymes	<ul> <li>Discuss the concept of diagraphs with learners.</li> <li>Write words which consist of diagraphs with their diagraphs underlined on flashcards.</li> <li>Ask learners to say the words aloud.</li> <li>Write sentences which have words that consist of diagraphs in them on flashcards.</li> <li>Help learners to recognise the diagraphs in the words found in the sentences.</li> <li>Ask learners to use the diagraphs identified to form some new words.</li> </ul>	Review the lesson with learners
	Assessment: let learners read and identify words with diagraphs in sentences and paragraphs	
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Revise the lesson on syllables with the learners.</li> <li>Write some words on the board and ask learners to form sentences with them.</li> <li>Show flashcards with syllables written on them to the learners.</li> <li>Help learners blend three or more syllables to form</li> </ul>	What have we learnt today?
	Assessment: let learners blend three or more syllables to form words and read them.	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Ask learners to mention words they know and write the words on the board.</li> <li>Discuss the sounds in the words and discuss consonant clusters.</li> <li>Show flashcards with words that have consonant clusters written on them to learners.</li> <li>Help learners recognise and read the words with</li> </ul>	What have we learnt today? Review the lesson with
	consonant clusters Assessment: let learners identify and say consonant clusters in passages	learners

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# TERM ONE BASIC SIX WEEK 4

MANAFIFIACOUNTSCHOOL

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Dat	e :		
Period :		Les	son :		
				$O^{\vee}$	
			$\sim$		
			S.		
Strand :		Cub strand .	$\overline{\mathbf{A}}$		
A. Oral Language		Sub-strand :	tisation and Role P	lav	
B. Reading		B. Diphth		lay	
C. Grammar Usage At	t Word	C. Deterr	-		
D. Writing			aph Development		
E. Using Writing Conv	ventions	_	Punctuation		
F. Extensive Reading		F. Buildir	g the Love and Cul	ture of Reac	ling
Indicator (code)	B6.1.5.1.1. B6.2	2.3.1.1 B6.3.2.	1.2. B6.4.6.1.2	B6.5.2.1.1	B6.6.1.1.1.
Content standard (code)	B6.1.5.1. B6.2		1 B6.4.6.1.	B6.5.2.1.	B6.6.1.1.
Performance Indicator			ole-play whole/pa		
	V ·			hthongs ( e	.g. / iə, eə, ʊə ) to
		aningful senten			
		•	•		second etc., Some,
			all each/every, And		
	agraph.	lus, pillases of clat		duce the main idea	
	•		na around a phra	ase for the	modifying of the
			-		ech; apostrophe to
	•	al possession,		1	
	•	•	tique a variety of a	ge- and leve	l appropriate books
	and prese	ent a one-page	critical commentar	ry based on	a set of criteria, on
	each book	k read			

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage 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	<ul> <li>A.ORAL LANGUAGE</li> <li>Guide learners through discussion to identify some stories/scenes, events etc.</li> <li>Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.</li> <li>Have learners prepare and dramatise/role-play whole/parts of stories/scene, events).</li> <li>Ensure the role-play/dramatisation depicts selected theme.</li> <li>Ensure appropriate vocabulary use as well as correct pronunciation.</li> <li>Assessment: let learners dramatise/role-play whole/parts of stories/scenes, events</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>In a discussion have learners talk about diphthongs.</li> <li>Give several examples and elicit examples from them. /iə/ - fear, ear, near, clear</li> <li>/eə/ - prepare, there, stairs</li> <li>/Uə/ - pure, secure</li> <li>Have learners use words with diphthongs in meaningful sentences.</li> <li>Assessment: let learners use words with diphthongs in meaningful sentences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

Wednesday	QUAH Engage	C.GRAMMAR	What have we learnt
,	learners to	<ul> <li>Revise nouns and articles briefly.</li> </ul>	today?
	sing songs	• Introduce quantifiers in context.	
	and recite	Learners listen to or read a text having several	Ask learners to
	familiar	quantifiers.	summarize the main
	rhymes	<ul> <li>Learners identify the nouns and the words that go</li> </ul>	points in the lesson
	mymes	with them (quantifiers).	points in the lesson
		• Elicit examples from learners.	
		<ul> <li>In pairs, one says a sentence containing a</li> </ul>	
		qualifier/quantifier and the other identifies the	
		quantifiers. Role(s) are reversed	
		Assessment: let learners in pairs, one says a sentence	
		containing a qualifier/quantifier and the other identifies	
		the quantifiers.	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	• Display a Model Paragraph.	today?
	sing songs	• Put learners into groups to read the paragraph and	
	and recite	identify what the passage is about or the main idea.	Ask learners to
	familiar	Have them identify the sentence that contains the	summarize the main
	rhymes	main idea.	points in the lesson
	,	• Let the group identify the supporting ideas and what	
		each sentence says about the main idea.	
		<ul> <li>Ask each group choose a given topic and write five</li> </ul>	
		sentences about the topic.	
		Assessment: let learners read a paragraph and identify	
		what the passage is about and identify the sentence	
		that contains the main idea.	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Revise punctuations with learners.</li> </ul>	today?
	sing songs	<ul> <li>Give out samples of relevant texts to groups of</li> </ul>	
	and recite	learners to identify the punctuation marks used.	Ask learners to
	familiar	e.g. 1. Kofi, my friend, will help me do my homework	summarize the main
	rhymes	2. I like football," said Ama.	points in the lesson
	,	3. This is girls' work.	
		4. Mary: Kofi, do you like my pen?	
		Kofi: Yes, I do.	
		• Write a text on the board, leaving out the punctuation	
		marks.	
		Have the whole class punctuate it.	
		• Have them study unpunctuated texts individually for a	
		few minutes and then re-write the texts using	

		appropriate punctuation marks where they have been	
		omitted.	
		Assessment: let learners study unpunctuated texts and	
		then re-write the texts using appropriate punctuation	
		marks where they have been omitted	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of reading</li> </ul>	whole class
	read books	widely.	
	during the	<ul> <li>Have learners read books of their choice</li> </ul>	
	library	independently during the library period.	
	period	Learners think-pair-share their stories with	
		peers.	
		Ask each learner to write a-two-paragraph	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to the</li> </ul>	
		class for feedback.	
		<ul> <li>Encourage them to visit the local library to</li> </ul>	
		read and borrow books.	
		• Encourage them to share whatever they read	
		with their mates	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	
		Signature:	

SUBJECT: MATHEMATICS

Week Ending	g:			Class size:		
Day :			Di	ate :		
Period :				Lesson :		
			-strand : inality	Counting, Representation	n, Cardinality &	
Indicator (code)		B6.1.1.1.5	mancy	).		
Content standard (code)		B6.1.1.1.				
Performance Indicator		Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens				
		tivity and Innovation Co inking and Problem Solv		ation and Collaboration F	Personal Development	
Keywords		dr.				
T. L .R. (s)						
Ref:	Mathemati	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includin	g assess	ment)	Phase 3: Plenary / Reflections	
Monday	Sing songs like:	Learners round off nur 10,000 and 1000. For i			Review the lesson with Learners	

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	l'm counting	approximately 130 19,000	),000 and 19	9100 as app	roximately	
	one, what is one	Assessment: have examples	learners to	practice wit	th more	
Tuesday	Sing songs like: I'm counting one, what	Learners round up and differences. To round down lea two approximated the bigger of the t bring the meaning	Review the lesson with Learners			
	is one 1 - One is	214765	Round up	Round down	Round off	
	one alone, alone it shall be.	to the nearest ten	214770	214760	214970	
	shan be.	to the nearest hundred	214800	214700	214800	
		to the nearest thousand	215000	214000	215000	
		Assessment: have examples	learners to	practice wit	th more	
Wednesday	Sing songs like:	Give two numbers each group and er say as many things	Review the lesson with Learners			
	I'm counting one, what is one	For instance 2346 (smaller than) than (greater than) 234 than 253874 etc.	75 and 2538 n 253874 or	874; 234675 253874 is k	is less than Digger than	
		Assessment: have examples	learners to	practice wit	th more	
Thursday	Sing songs like:	Ask learners to wo down to estimate	-		p and round	Review the lesson with Learners
	I'm counting one, what is one.	Assessment: have examples	learners to	practice wit	th more	

Friday	Sing songs		Review the lesson with
	like:	Ask learners to work together to round up and round down to estimate sums and differences.	Learners
	I'm counting one, what is one	Assessment: have learners to practice with more examples	

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SUBJECT: SCIENCE

Week Ending:				Class size:			
Day :			Dat	ie :			
Period :		Lesson :					
Strand : CYCLES		Sub-strai	Sub-strand : EARTH SCIENCE				
Indicator (code)		B6.2.1.1.1					
Content standard (code)		B6.2.1.1.					
Performance Indicator		Learners can describe the relative sizes of the earth and sun and their importance					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and							
Leadership Critical Thinking and Problem Solving.							
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections		
	(preparing			,			
	the brain						
	for						
	learning)						
Monday	Engage	Prior to the lesson, task lea	rners	to investigate the	What have we learnt		
	learners to	relative size of the sun in re	latio	n to its function in the	today?		
	sing songs	solar system.					
	and recite				Ask learners to		
	familiar	Each group presents a repo	rt in	class for discussion	summarize the		
	rhymes				important points of the		
		Assessment: let learners de	scrib	e the relative size of the	lesson		
		sun in relation to its functio	n in	the solar system			

Thursday	Engage	<ul> <li>Learners answer the following questions:</li> </ul>	What have we learnt
	learners to	(1) Which is bigger, the sun or the earth? (2) Which of	today?
	sing songs	the two bodies move, the sun or the earth?	Ask learners to
	and recite	• Evaluate learners by asking: "If the earth was bigger	summarize the
	familiar	than the sun, how would that affect the length of day	important points of the
	rhymes	and night?"	lesson
		Assessment: let learners describe the importance of the	
		sun	

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SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :			Date :			
Period :				Les	son :	
Strand . Cal	onication and	Developments	Sub strap		olitical Developments U	ndar Calonial Rula
	ial Rule in Gh	•	Sub-Sulan	<b>u</b> . r	ontical Developments o	
		dild			.02	
Indicator (co	ode)	B6.4.4.1.1				
Content sta	ndard (code)	B6.4.4.1.				
Performanc	e Indicator	Learners can deso	cribe the fea	atur	es of British colonial rule	in Ghana including 'direct'
		and 'indirect' rule	e, 1874-195	57.		
Core Compe	etencies: Crea	tivity and Innovati	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Keywords			-			
Reywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
		6				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	nent)	Plenary / Reflections
	(preparing	X				
	the brain					
	for					
	learning)					
Tuesday	Engage	Explain the conc	epts of 'dire	ect'	and 'indirect' rule.	What have we learnt
	learners to		<b>C</b> ( );	.,		today?
sing songs Discuss the features of 'dire			res of dire	cť a	nd 'indirect' rule.	
	and recite					Ask learners to
familiar Assessment: let learners r		earners me	ntio	n the features of	summarize the main	
	rhymes	'direct' and 'indir				points in the lesson
	How					
	different is					

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	a e :		
	'direct'		
	rule from		
	'indirect'		
	rule?		
Thursday	Engage	Discuss the division of the colony into provinces	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners narrate the division of the	
	and recite	colony into provinces	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
	How many		
	provinces		
	were		
	created?		

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : ALL	ABOUT US		Sub-stran	<b>a :</b> N	Ay Family and the Comm	iunity	
Indicator (co	ode)	B6.1.3.1.1.					
Content sta	ndard (code)	B6.1.3.1.					
Performanc	e Indicator	Learners can expl	ain the neo	ed f	or cordial relationships a	mong family members	
Core Compe	tencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solv	ving.				
Keywords			6	F			
T. L .R. (s)	1	Pictures					
Ref:	Our World (	Our People curricu	lum Page	2			
						1.	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain	K.					
	for						
	learning)						
Tuesday	Engage	• .			ides and behaviours of	What have we learnt	
	learners to	a responsible fami	-			today?	
	sing songs						
	and recite	ii. obedience to el			nily	Ask learners to	
	familiar	iii. respect for fam	-			summarize the main	
	rhymes			perf	orming assigned duties)	points in the lesson	
		v. taking initiatives					
		vi. helping needy r	relatives				

	20411	Learners discuss the importance of being committed to	
		the family:	
		i. to promote unity	
		ii. to gain respect	
		iii. to be considered a trustworthy person	
		iv. to uplift family image etc	
		Assessment: Let learners explain the need for cordial	
		relationships among family members	
Thursday	Engage	Learners engage in role-play and other activities that	What have we learnt
	learners to	will teach them to become family members who are	today?
	sing songs	committed e.g. mock family meetings, naming	
	and recite	ceremonies	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners mention the importance of	
		being committed to the family	

	being committed to the family	
Vetted by :	Signature:	Date :

SUBJECT: PHYSICAL EDUCATION

Week Endir	ng:			Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : MC	TOR SKILLS AN	D MOVEMENT	Sub-stran	d : MANIPULATIVE SKILLS			
PATTERNS					×		
Indicator (c	ode)	B6.1.2.1.2					
-	ndard (code)	B6.1.2.1.					
Performanc			form simple	e small stunts while shifting	base of support from one		
		part of the body					
Core Compe	etencies: Creati	ivity and Innovatio	n Commun	ication and Collaboration Pe	ersonal Development and		
Leadership	Critical Thinking	g and Problem Solv	ving.				
Keywords							
-							
T. L .R. (s)		cones					
Ref:	PE curriculum	n Page					
DAY							
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing	(new learning including assessment)			Plenary / Reflections		
	the brain						
	for learning)						
Friday	Learners jog	Learners go thro	ugh warm ı	ups to make the body	What have we learnt		
	round a	flexible for perfo	rmance.		today?		
	demarcated	i. Learners move	into simple	e steps in a rhythm over a			
	area in files rotatory rope performed b			two peers at a spot. As	Use answers to		
	while singing	they jump, the rope is with		drawn from their feet.	summarise the lesson.		
	and clapping	ii. Learners hop over obsta		les and land with the other			
	to warm-up	foot whiles in mo	otion.				
	the body for	iii. Learners prac	tices using	different strategies at their			
	maximal	own pace and ab	oility.				
	performance						

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and to							
prevent							
injuries							

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:					Class size:		
Day :			Dat	e :			
<b>.</b>							
Period :				Les	son :		
Strand : Goo	I. His Creatior	and Attributes	Sub-strar	nd : 1	he Environment		
Indicator (co	ode)	B6.1.2.1.1					
Content star	ndard (code)	B6.1.2.1.					
Performance	e Indicator	Learners can expla	ain how hu	umai	nkind and the environme	nt interrelate.	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	nica	tion and Collaboration Pe	ersonal Development and	
		ng and Problem Solv					
		1			<u> </u>		
Keywords				)-			
		Diatura a					
T. L .R. (s)		Pictures					
Ref:	RME curricu	lium Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essm	nent)	Plenary / Reflections	
	(preparing	$(\mathcal{O})$					
	the brain						
	for						
	learning)						
Friday	Engage				learners demonstrate	What have we learnt	
	learners to	-			vith the environment.	today?	
	sing songs	• Let learners, in groups, discuss th			the importance of the		
	and recite	environment to humankind.				Ask learners to	
	familiar	<ul> <li>Ask learners to write about their findings and present</li> </ul>				summarize the main	
	rhymes	to class for discuss				points in the lesson	
		- our survival depe					
			provide u	s wit	h oxygen, food and		
		medicine, etc.					

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	Assessment: let learners mentio the importance of the	
	environment to humankind.	

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:		
Day :			Da	Date :		
Period :			Les	son :		
Strand : Introduction to computing Sub-stran			o-strand :	<b>nd :</b> Technology in the community		
Indicator (co	ode)	B6.1.4.1.1. B6.1.4	.1.2.			
Content star	ndard (code)	B6.1.4.1. B6.1.4.1	•	~0		
Performance	e Indicator	Learners can d	define com	munication		
Learners can identif     the community.				ee more technological to	ools for communication in	
		tivity and Innovation Congression and Problem Solving		tion and Collaboration Pe	ersonal Development and	
Keywords		0	)			
T. L .R. (s)		Laptop	2			
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	-	-	uss communication and	What have we learnt	
	learners to	present findings to the	e class		today?	
Wednesday sing songs						
	and recite			describe the importance	Ask learners to	
	familiar	of technology in comr	munication	1.	summarize the main	
	rhymes	A		<b>C</b> . I	points in the lesson	
		Assessment: Let learn		•		
		technological tools for	r commun	ication in the		
		community				

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SUBJECT: CREATIVE ARTS

Week Endin	g:				Class size:		
Day :		Date :					
Period :				Lesson :			
Strand : Per	forming Arts	S	ub-stran	nd : Planning, Making and Composing			
Indicator (co	ada)	B6 2.2.2.1					
-	ndard (code)	B6 2.2.2.1 B6 2.2.2.					
Performanc			imont wi	+h ->	vailable performing arts	modia and tochniques to	
Performanc			Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of				
					rnational performing art	с с	
Core Compe	tencies: Crea	-		-		ersonal Development and	
		ng and Problem Solvi		incu			
Keywords		· · · · · · · · · · · · · · · · · · ·					
			Y				
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
DAY	Starter	(new learning includ	ding acco		vont)	Plenary / Reflections	
	(preparing	(new learning includ	ung asse	25511	ient)	Fieldly / Reflections	
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:				What have we learnt	
	learners to	Critically examine	the com	posi	tions and performances	today?	
	sing songs	of some internation	nal artists	;;			
	and recite	make similar com	positions	s or	performances of the	Ask learners to	
	familiar	international artists	s studied	usin	g available media,	summarize the main	
	rhymes	techniques, elemen	nts, instru	imei	nts, melodies etc. for	points in the lesson	
		example:					
		- Song by Bob Marle	•				
		- Film by Eddie Mur	phy				

			1
		I discuss and share their experiences through peer	
		review	
		Assessment: let learners create performing artworks	
		based on own views, knowledge and understanding of	
		artworks produced by some international performing	
		artists	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I critically examine the compositions and performances	today?
	sing songs	of some international artists;	
	and recite	<ul> <li>make similar compositions or performances of the</li> </ul>	Ask learners to
	familiar	international artists studied using available media,	summarize the main
	rhymes	techniques, elements, instruments, melodies etc. for	points in the lesson
	IIIyiiies	example:	
		- Song by Bob Marley	
		- Film by Eddie Murphy	
		I discuss and share their experiences through peer	
		review	
		Assessment: let learners create performing artworks	
		based on own views, knowledge and understanding of	
		artworks produced by some international performing	
		artists	
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SUBJECT: GHANAIAN LANGUAGE

Week Ending:			Class size:			
Day :			Dat	e :		
Period :				Lesson :		
Strand : Reading Sub-str			Sub-stran	and : vocabulary (Sight and content vocabulary)		
Indicator (co	ode)	B6.2.5.1.1 B	6.2.5.1.2			
Content star	ndard (code)	B6.2.5.1. B	6.2.5.1.			
			should read	read dialogues aloud with correct pronunciation and tone. read long text/passages aloud with correct pronunciation		
-		ng and Problem So		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rdec	audios visual	
Ref: Ghanaian Language curriculum						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc				Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	dialogues, using o	help learn correct pro earners rea	ers t nuno ad di	o take turns to read ciations and tonations. alogues aloud with	What have we learnt today? Review the lesson with learners

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	Engage	• Do a sample reading of a passage about diseases,	What have we learnt
	leaners to	drought, weather, etc. for learners to listen.	today?
	sing songs and recite familiar rhymes	• Select some of the unfamiliar words in the passage	
		with the help of the learners.	
		<ul> <li>Pronounce the words with the correct tone aloud for</li> </ul>	
		learners to repeat.	
		<ul> <li>Help learners read passages aloud with correct</li> </ul>	Review the lesson with
		pronunciation and tone in their groups.	learners
		Assessment: let learners read long text/passages aloud	
		with correct pronunciation and tone.	
	Engage	• Do a sample reading of a passage about diseases,	What have we learnt
	leaners to	drought, weather, etc. for learners to listen.	today?
	sing songs	<ul> <li>Select some of the unfamiliar words in the passage</li> </ul>	
	and recite	with the help of the learners.	
	familiar	• Pronounce the words with the correct tone aloud for	
	rhymes	learners to repeat.	
		<ul> <li>Help learners read passages aloud with correct</li> </ul>	Review the lesson with
		pronunciation and tone in their groups.	learners
		Assessment: let learners read long text/passages aloud	
		with correct pronunciation and tone.	
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