

**THE GODFATHER**  
**TERM ONE**  
**T3 B5 8 WEEKS, T1 B6 4 WEEKS FOR BASIC SIX**  
**ANNUAL SCHEME OF LEARNING**  
**TERMLY SCHEME OF LEARNING**  
**WEEK 1 - 12**

NANA FIFI ACQUAH SCHOOL

WHATSAPP 0245350591

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

NANA FIIFI ACQUAH SCHOOL

## GENERAL INFORMATION

Name of school.....

District .....

Management Unit.....

Name of Class Teacher .....

Class Teachers Reg. No.....

Class .....

Boys .....

Girls.....

Average age of pupils.....

NANA FIIFI ACQUAH SCHOOL

**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 Handwriting	Penmanship and Handwriting	Paragraph Development
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and Handwriting	Penmanship and Handwriting	Paragraph Development
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of 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 Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Blends and Consonant Clusters	Comprehension
	Determiners	Verbs	Verbs
	Paragraph Development	Paragraph Development	Writing as a Process

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	Using Punctuation	Using Action Words	Using Action Words
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	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 Words/Nouns	Using Qualifying Words- Adjectives	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Pronouns	Adverbs	Prepositions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Qualifying Words- Adjectives	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of 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 Words/Nouns	Using Qualifying Words- Adverbs	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading

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

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

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**YEARLY SCHEME OF LEARNING**

## COMPUTING

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

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

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**YEARLY SCHEME OF LEARNING**

## SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
2	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
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 ENERGY	PERSONAL HYGIENE AND 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 ENERGY	FORCES AND MOVEMENT	CLIMATE CHANGE
11	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
12	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE

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## YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	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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**YEARLY SCHEME OF LEARNING**

## MATHS

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

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**YEARLY SCHEME OF LEARNING**

RME

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

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

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**YEARLY SCHEME OF LEARNING**

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

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

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**YEARLY SCHEME OF LEARNING**

## GHANAIAN LANGUAGE

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

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

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**YEARLY SCHEME OF LEARNING**

## PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative Skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative Skills	BODY COMPOSITION
3	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 Skills	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	Manipulative Skills	CRITICAL THINKING

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**TERMLY SCHEME OF LEARNING**

## B5 Term 3 MATHEMATICS

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

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**TERMLY SCHEME OF LEARNING**

## 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	A map of Ghana, Posters, documentary
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	A map of Ghana, Posters, documentary
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,

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					Posters, documentary
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**TERMLY SCHEME OF LEARNING**

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, stones, pictures videos paper,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B5.4.3.1.	B5.4.3.1.1	
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 paper
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B5.5.1.2.	B5.5.1.2.1	
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 paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B5.5.2.1.	B5.5.2.1.2	
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	Plants and animals in the environment, plastics, stones, pictures videos paper
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	
4	DIVERSITY OF MATTER	EARTH SCIENCE	B6.2.1.1.	B6.2.1.1.1	

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**TERMLY SCHEME OF LEARNING**

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

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**TERMLY SCHEME OF LEARNING**

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

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

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## TERMLY SCHEME OF LEARNING

### 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 sentence cards, class library
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.2	
	Writing	Descriptive Writing	B5.4.12.1	B5.4.12.1.1	
	Using Writing Conventions	Using Adverbs	B5.5.6.1.	B5.5.6.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
2	Oral Language	Asking and Answering Questions	B5.1.8.2. B5.1.9.1.	B5.1.8.2.1 B5.1.9.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B5.2.7.3.	B5.2.7.3.1	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.3	
	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 Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
3	Oral Language	Giving and Following Commands/ Instructions/Directions and Making and Responding to Requests	B5.1.9.1. B5.1.10.1.	B5.1.9.1.2 B5.1.10.1.1	Word cards sentence cards, class library
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.1	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.4	
	Writing	Persuasive/Argumentative Writing	B5.4.13.2.	B5.4.13.2.2	
	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.	
4	Oral Language	Presentation	B5.1.10.1. B5.1.10.1.	B5.1.10.1.2. B5.1.10.1.3	Word cards
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.2	

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	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.5	sentence 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 cards, class library
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.3	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.6	
	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 cards, class library
	Reading	Fluency	B5.2.9.1.	B5.2.9.1.1	
	Grammar Usage At Word	Verbs	B5.3.5.1.	B5.3.5.1.7	
	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 sentence cards, class library
	Reading	Fluency	B5.2.9.1.	B5.2.9.1.2	
	Grammar Usage At Word	Adverbs	B5.3.6.1.	B5.3.6.1.1	
	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.	

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8	Oral Language	Presentation	B5.1.10.3.	B5.1.10.3.3	Word cards sentence cards, class library
	Reading	Summarising	B5.2.10.1.	B5.2.10.1.1	
	Grammar Usage At Word	Idiomatic Expressions	B5.3.7.1.	B5.3.7.1.1	
	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 sentence cards, class library
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	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	Songs	B6.1.1.1.	B6.1.1.1.1	
2	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	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	
3	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Determiners	B6. 3.2.1..	B6. 3.2.1.1.	
	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	

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4	Reading	Diphthongs	B6.2.3.1..	B6.2.3.1.1.	Word cards sentence cards, class library
	Grammar Usage At Word	Determiners	B6. 3.2.1.	B6. 3.2.1.2	
	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.	
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	

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## TERMLY SCHEME OF LEARNING

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

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

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4	Introduction to computing	Technology in the community (communication)	B6.1.4.1. B6.1.4.1.	B6.1.4.1.1 B6.1.4.1.2	Laptops,
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**TERMLY SCHEME OF LEARNING**

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

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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
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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## TERMLY SCHEME OF LEARNING

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	B5.2.2.2.3	-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-

KEY

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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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## TERMLY SCHEME OF LEARNING

### 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 cards, recorded audio visuals
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	
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

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2.	Oral Language	Poems  Listening and Story Telling  Dramatisation and Role Play	B6.1.3.1.  B6.1.4.1. B6.1.4.1.  B6.1.5.1. B6.1.5.1.	B6.1.3.1.1  B6.1.4.1.1 B6.1.4.1.2  B6.1.5.1.1 B6.1.5.1.2	
3.	Reading	Phonics: Letter Sound Knowledge	B6.2.4.1. B6.2.4.1. B6.2.4.1.	B6.2.4.1.1 B6.2.4.1.2 B6.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	vocabulary (Sight and content vocabulary)	B6.2.5.1.. B6.2.5.1.	B6.2.5.1.1. B6.2.5.1.2	Manila cards, markers, recorded audio-visual

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Reading B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		<b>Sub-strand :</b> A. Comprehension B. Verbs C. Descriptive Writing D. Using Adverbs E. Building The Love And Culture Of Reading			
<b>Indicator (code)</b>	B5.2.7.2.3	B5.3.5.1.2	B5.4.12.1.1	B5.5.6.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.2.7.2.	B5.3.5.1.	B5.4.12.1.	B5.5.6.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) B. Learners can use different types of verbs in sentences: – Main verb – Helping verb (primary auxiliary and modal auxiliary Learners can C. Learners can use descriptive words/expressions/sound devices/ figurative language to describe places, personal experiences and events. D. Learners can use adverbs to express manner E. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	<b>B.READING</b> <ul style="list-style-type: none"> <li>• Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</li> <li>• Have learners use connectives to summarise each part of the text and use these to make a full summary.</li> </ul> Assessment: let learners describe the structure of texts	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<b>C.GRAMMAR</b> <ul style="list-style-type: none"> <li>• Review subjects and verbs in simple sentences.</li> <li>• Use examples to introduce and explain subject-verb agreement.</li> <li>• Present sentences with missing subjects and others without verbs for learners to complete.</li> <li>• Introduce drills e.g. a completion drill to give further practice.</li> </ul> Assessment: let learners use different types of verbs in sentences	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<b>D.WRITING</b> <ul style="list-style-type: none"> <li>• Revise descriptive writing with learners.</li> <li>• Talk about sensory details that allow a reader to visualise a person, a place, a thing or an idea.</li> <li>• Guide learners through the stages of writing.</li> <li>• Write to describe events/situations/places of their choice and personal experiences.</li> </ul> Focus on the use of: <ul style="list-style-type: none"> <li>– Descriptive (adjectives)</li> <li>– Figurative language e.g. simile</li> <li>– metaphor</li> <li>– Sensory details (sensory details that are experience through the senses: sight, smell, touch, taste)</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners use descriptive words/ expressions/sound devices / figurative language to describe places, personal experiences and events.	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Revise verbs and adverbs of place, time and manner.</li> <li>• Provide a passage with adverbs of manner.</li> <li>• Have learners identify the adverbs and their functions – modifying verbs. E.g. Mercy ate slowly.</li> </ul> <p>Assessment: let learners use adverbs to express manner</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion.</li> <li>• Have learners use connectives to summarise each part of the text and use these to make a full summary.</li> </ul> <p>Assessment: let learners describe the structure of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALGEBRA		<b>Sub-strand :</b> Variables and Equations	
<b>Indicator (code)</b>	B5.2.3.1.	B5.2.3.1.2	B5.2.3.1.3
<b>Content standard (code)</b>	B5.2.3.	B5.2.3.1.	B5.2.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)										
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>E.g.1. Ask learners solve word problems; e.g..</p> <p>i. The cost of two pens is twenty ₦15. If one costs ₦5.50, what is the cost the other pen?</p> <p>ii. The product of two numbers is 120. If one of the numbers is 24, what is the other number?</p> <p>E.g.2. Ask learners to read Ama's problem below, complete the table and solve the problem</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Days (<math>d</math>)</td> <td>Days</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (<math>h</math>)</td> <td>Height</td> <td>5cm</td> <td>7cm</td> </tr> </table> <p>Ama is tracking the progress of her plant's growth. Today the plant is 5cm tall. The plant grows 2cm a day</p> <p>(i) Write a mathematical sentence that represents the height of the plant after <math>d</math> days; (ii) What will the height of the plant be after 20 days?</p> <p>(iii) How many days will the height take to reach 75cm?</p> <p>Assessment: have learners to practice with more examples</p>	Days ( $d$ )	Days	1	2	Height ( $h$ )	Height	5cm	7cm	Review the lesson with Learners
Days ( $d$ )	Days	1	2								
Height ( $h$ )	Height	5cm	7cm								
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two</p>	<p>E.g.1. Ask learners solve word problems; e.g..</p> <p>i. The cost of two pens is twenty ₦15. If one costs ₦5.50, what is the cost the other pen?</p> <p>ii. The product of two numbers is 120. If one of the numbers is 24, what is the other number?</p> <p>E.g.2. Ask learners to read Ama's problem below, complete the table and solve the problem</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Days (<math>d</math>)</td> <td>Days</td> <td>1</td> <td>2</td> </tr> <tr> <td>Height (<math>h</math>)</td> <td>Height</td> <td>5cm</td> <td>7cm</td> </tr> </table> <p>Ama is tracking the progress of her plant's growth. Today the plant is 5cm tall. The plant grows 2cm a day</p>	Days ( $d$ )	Days	1	2	Height ( $h$ )	Height	5cm	7cm	Review the lesson with Learners
Days ( $d$ )	Days	1	2								
Height ( $h$ )	Height	5cm	7cm								

	<p>pair come pair let us</p>	<p>(i) Write a mathematical sentence that represents the height of the plant after <math>d</math> days; (ii) What will the height of the plant be after 20 days? (iii) How many days will the height take to reach 75cm?</p> <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two</p>	<p>E.g.1 Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of <math>p</math> 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</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>1. <math>3 + p = 11</math>      5. <math>p + 5 = 17</math>                  2. <math>14 - p = 8</math>                      6. <math>24 = p + 9</math>                  3. <math>p - 9 = 16</math>                      7. <math>3p = 12</math>                  4. <math>7. 3p = 12</math></p> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come</p>	<p>Ask students to describe two different stories that the equation <math>5 + k = 9</math> could represent</p> <p>E.g.2. Ask learners to solve puzzle in the figure, by solving the equations in each line</p> <div style="text-align: center;"> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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	pair let us pair		
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SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA		<b>Sub-strand :</b> USING ONLINE FORMS	
<b>Indicator (code)</b>	B5.6.5.1.1. B5.6.5.1.2 B5.6.5.1.3.		
<b>Content standard (code)</b>	B5.6.5.1. B5.6.5.1. B5.6.5.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can identify and describe forms in a web page</li> <li>• Learners can demonstrate working on or offline</li> <li>• Learners can demonstrate downloading of files (e.g. pictures, audio, pdf etc.).</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Computing curriculum Page			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to fill out dropdown boxes, combo box, Text fields etc Guide learners to register or fill out online forms as well as offline through practical sessions. Learners can be guided to create PDF or Word forms to practise filling out forms offline Guide learners to download a file through practical session(s)  Assessment: let learners describe downloading of files	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5.2.1.1.5		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can study the artworks of Ghanaian and other African visual artists that reflect topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select works of Ghanaian and other African visual artists that reflect current topical issues of concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations, green cross and highway codes); ☑ appreciate: through shower thoughts sessions discuss the works of the selected African artists with focus on	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		the type of artwork, theme/purpose, materials, tools, method and style, etc.  Assessment: let learners describe the artworks of Ghanaian and other African visual artists that reflect topical issues in Africa	
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SUBJECT: History

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> Early Protest Movements	
<b>Indicator (code)</b>	B5.5.1.1.3		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Who was Joseph	1. Identify Joseph Ephraim Casely-Hayford from photographs. 2. Show and discuss a documentary the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC (where possible).  Assessment: let learners narrate the bust of Joseph Ephraim Casely-Hayford at Casford Hall, UCC	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : FORCES AND ENERGY</b>		<b>Sub-strand : ELECTRICITY AND ELECTRONICS</b>	
<b>Indicator (code)</b>	B5.4.2.1.1		
<b>Content standard (code)</b>	B5.4.2.1.		
<b>Performance Indicator</b>	Learners can identify the components of an electric circuit and their functions		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Science curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Begin by asking learners what comes into their minds when they hear the term, 'electric circuit'</li> <li>• Learners watch pictures and videos of simple electrical circuits and how they work.</li> <li>• Learners, in groups, construct simple electric circuits using connecting wire, dry cells and a bulb/LED to light up the bulb.</li> <li>• Assist learners to identify the components and their uses.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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		<ul style="list-style-type: none"><li>• Learners find out other materials that can be used in place of dry cells, connecting wires and bulb.</li></ul> <p>Assessment: let learners identify the components of an electric circuit and their functions</p>	Project: Learners build an LED lantern using the above circuit and plastic bottle
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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS		<b>Sub-strand :</b> ENDURANCE	
<b>Indicator (code)</b>	B5.3.3.3.1		
<b>Content standard (code)</b>	B5.3.3.3.		
<b>Performance Indicator</b>	Learners can perform two set of continuous push ups		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners after general and specific warm ups, learners lie on the ground face down. Learners with their palms flat on the ground by their side, extend their arms to move their trunk up and flex the arms again to move the body back to lying position. Learners continue the process for a number of time base on their ability in a set. Learners repeat the second set after rest and progress at their own pace	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and Commitment		<b>Sub-strand :</b> The Family and the Community	
<b>Indicator (code)</b>	B5.4.1.1.1		
<b>Content standard (code)</b>	B5.4.1.1.		
<b>Performance Indicator</b>	Learners can explain the need to be a committed member of the family		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Have learners mention behaviours and attitudes needed in order to be a committed family member: - Initiates activities for family members eg. Periodic get-together - Supports common family projects eg. Taking care of a needy person in the family - Visitation (taking time off to visit elders, parents, etc.) - Accepting responsibility (support family members who lag behind in performing their assigned duties) - Helping to instil discipline among younger family members, etc.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"><li>• 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</li></ul> <p>Assessment: let learners explain the need to be a committed member of the family</p>	
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Being a Citizen	
<b>Indicator (code)</b>	B5.4.1.3. 1.		
<b>Content standard (code)</b>	B5.4.1.3.		
<b>Performance Indicator</b>	Learners can demonstrate how diversity can promote national development		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners describe how ethnic diversity can promote national development e.g. promotion of tourism, sale of artefacts, inter-ethnic marriage  Assessment: let learners describe how ethnic diversity can promote national development	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play a scenario depicting cultural diversity e.g. display of various cultural activities at national gatherings  Assessment: let learners describe how ethnic diversity can promote national development	What have we learnt today?  Ask learners to summarize the main points in the lesson
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SUBJECT: Ghanaian Language

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Giving and Following Commands/ Instructions	
<b>Indicator (code)</b>	B5.1.9.1.2	B5.1.10.1.1	B5.1.10.1.2
<b>Content standard (code)</b>	B5.1.9.1.	B5.1.10.1.	B5.1.10.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should explain and use polar question markers</li> <li>The learner should recognise landmarks in your area and other areas</li> <li>The learner should use landmarks to give directions.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Write some polar questions on the board.</li> <li>Ask learners to recognise the polar question markers</li> <li>Lead learners to use polar question markers identified correctly in their speech or in their conversations.</li> <li>Ask learners to give more polar questions.</li> <li>Write some of the polar questions on the board.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners use polar question markers in sentences</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss with learners 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. E.g. post office, palace, church, mosque, school etc</li> </ul> <p>Assessment: let learners Identify and landmarks in your area and other areas</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• 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> <li>• Expose learners to Global Positioning System (GPS), especially the Ghana Post digital address system.</li> <li>• Show learners how to use it.</li> </ul> <p>Assessment: let learners use landmarks to give directions.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 2**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: English Language

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Asking and Answering Questions B. Comprehension C. Verbs D. Persuasive/Argumentative Writing E. Using Adverbs F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(B5.1.8.2.1 B5.1.9.1.1) B5.2.7.3.1 B5.3.5.1.3 B5.4.13.1.1 B5.5.6.1.1 B5.6.1.1.1		
<b>Content standard (code)</b>	(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.		
<b>Performance Indicator</b>	A. Learners can use positive tags, negative tags and auxiliaries in speech. Give and respond to commands, instructions; give and follow directions with clear landmarks B. Learners can use knowledge of prefixes and suffixes to read and interpret unfamiliar words C. Learners can use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas D. Learners can write explanations to support opinions E. Learners can use adverbs to express manner		

	F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <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. e.g. The bad boys aren't in school today, are they?</li> </ul> <p>In a Question and Answer Drill, pairs of learners ask and answer questions round the class.</p> <p>Communication</p> <p>Assessment: let learners give and follow directions with clear landmarks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Revise affixes briefly and have learners identify them in words.</li> <li>• Have learners use words in their own sentences</li> </ul> <p>Assessment: let learners use knowledge of prefixes and suffixes to read and interpret unfamiliar words</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Revise the simple present form of verbs: – For habitual actions; – For timeless and universal statements; – For facts which may change or hold true indefinitely; – For instantaneous present; – For scheduled future actions.</li> <li>• Introduce the simple present form of verbs in sentences to express needs/preferences, and thoughts/ideas.</li> </ul> <p>express needs/preferences – I need new clothes. – I like playing football more than volleyball.</p> <p>thoughts/ideas – I think you are right. – Introduce these appropriately, one at a time and give practice.</p> <p>Assessment: let learners use the simple present form of verbs to express: – Needs/preferences – Thoughts and ideas</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Present a motion to learners. E.g. A teacher is more important than a doctor.</li> <li>• Discuss the meaning and implication of the motion with pupils and invite them to take a stand either for or against the motion.</li> <li>• Put learners into two groups: for the motion and against the motion to write down what they think about it.</li> <li>• Groups read out their opinions to the class for discussion</li> </ul> <p>Assessment: let learners write explanations to support opinions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners use adverbs to express manner</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class
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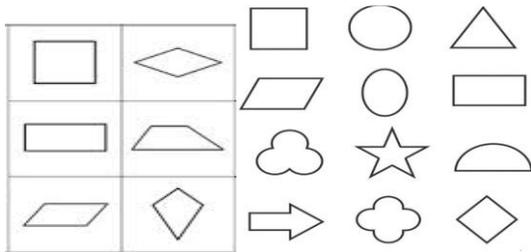
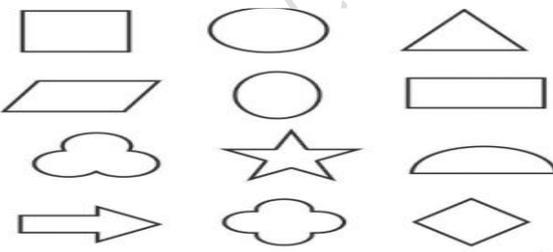
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Lines and Shapes	
<b>Indicator (code)</b>	B5.3.1.1.1	B5.3.1.1.2	B5.3.1.1.3
<b>Content standard (code)</b>	B5.3.1.1.	B5.3.1.1.	B5.3.1.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can demonstrate an understanding of the properties (e.g. sides, angles, and diagonals) of squares and rectangles</li> <li>Learners can use paper folding with cut-out squares and rectangles to investigate sides, angles, and diagonals properties</li> <li>Learners can prove that a polygon is regular by measuring the sides and angles or by folding and superimposing</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)											
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2</p>	<p>E.g. 1 Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners photocopied worksheets with shapes to identify squares and rectangles and give reasons. (Or Draw on the chalk board)</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone,</p>	<p>Give learners foldable cut-out 2D squares and rectangles to investigate the properties in terms of sides, angles, and diagonals and complete the table</p> <table border="1" data-bbox="451 1696 1133 1900"> <thead> <tr> <th>Properties</th> <th>Rectangle</th> <th>Square</th> </tr> </thead> <tbody> <tr> <td>Sides</td> <td></td> <td></td> </tr> <tr> <td>All sides are congruent</td> <td>No</td> <td>Yes</td> </tr> </tbody> </table>	Properties	Rectangle	Square	Sides			All sides are congruent	No	Yes	Review the lesson with Learners
Properties	Rectangle	Square										
Sides												
All sides are congruent	No	Yes										

	<p>alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<table border="1" data-bbox="456 128 1135 426"> <tr> <td>Diagonals bisect each other</td> <td></td> <td></td> </tr> <tr> <td>Diagonals are congruent</td> <td></td> <td></td> </tr> <tr> <td>Diagonals meet at right angles</td> <td></td> <td></td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Diagonals bisect each other			Diagonals are congruent			Diagonals meet at right angles									
Diagonals bisect each other																		
Diagonals are congruent																		
Diagonals meet at right angles																		
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>															
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Give learners foldable cut-out 2D quadrilaterals - rectangles, squares, trapezoids, parallelograms, and rhombuses - to investigate the properties in terms of sides, angles, and diagonals and complete the table</p> <table border="1" data-bbox="456 1251 1089 1682"> <thead> <tr> <th>Properties</th> <th>Rectangle</th> <th>Square</th> </tr> </thead> <tbody> <tr> <td><i>Sides</i></td> <td></td> <td></td> </tr> <tr> <td>All sides are congruent</td> <td>No</td> <td>Yes</td> </tr> <tr> <td>Opposite sides are congruent</td> <td></td> <td></td> </tr> <tr> <td>Opposite sides are parallel</td> <td></td> <td></td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Properties	Rectangle	Square	<i>Sides</i>			All sides are congruent	No	Yes	Opposite sides are congruent			Opposite sides are parallel			<p>Review the lesson with Learners</p>
Properties	Rectangle	Square																
<i>Sides</i>																		
All sides are congruent	No	Yes																
Opposite sides are congruent																		
Opposite sides are parallel																		

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : FORCES AND ENERGY</b>		<b>Sub-strand : FORCES AND MOVEMENT</b>	
<b>Indicator (code)</b>	B5.4.3.1.1		
<b>Content standard (code)</b>	B5.4.3.1.		
<b>Performance Indicator</b>	Learners can explain the term, "friction", its effects and applications		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Science curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes  Review the previous	Learners explain why cars usually drive slowly on wet roads. <ul style="list-style-type: none"> <li>• Task them to explain what happens when one accidentally step into an oil spill on the floor.</li> <li>• Ask learners these questions: What is friction? What does it do? How does it work?</li> <li>• Then discuss their prior knowledge of the topic.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

	<p>lesson on forces with learners.</p> <p>Learners recall some examples of forces and their effects/applications</p>	<ul style="list-style-type: none"> <li>• Learners rub their palms together for several sections and talk about what they notice.</li> <li>• Explain to learners that the warmth they feel is caused by a force called friction and that friction is the force that opposes the movement of two surfaces against each other.</li> <li>• Some learners remove their shoes to show the shrunken heels/soles as an example of the effect of friction between the sole of the shoe and the ground which one walks on.</li> </ul> <p>Assessment: let learners explain the term, “friction”</p>	
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Let some learners remove their shoes to show the shrunken heels/soles as an example of the effect of friction between the sole of the shoe and the ground which one walks on.</p> <ul style="list-style-type: none"> <li>• Emphasise the fact that it is because of the friction between the shoes and the ground that we do not fall whilst walking or running.</li> <li>• Explain to learners again that on a rainy day or on a smooth/polished surface, friction is reduced, which means the shoes of the one walking or the tyres of the car are not firmly gripped to the ground or the road because friction has reduced. Thus, this is what causes people to fall or slip on oily or wet surfaces</li> </ul> <p>Assessment: let learners explain the term, “friction”, its effects and applications</p>	<p>Ask learners to summarize the important points of the lesson</p> <p>Project: Investigating the effect of friction Learners demonstrate the effect of friction by using a toy car on rough and smooth surfaces.</p>

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SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA		<b>Sub-strand :</b> CUSTOMIZING YOUR BROWSER	
<b>Indicator (code)</b>	B5.6.6.1.1 B5.6.6.1.2 B5.6.6.1.3		
<b>Content standard (code)</b>	B5.6.6.1. B5.6.6.1. B5.6.6.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can demonstrate how to set default search engines</li> <li>Learners can show how to set homepages</li> <li>Learners can show how to make Browser apps, add-ons, plug-ins, and extensions.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to set default search engines  Guide learners to set homepages  Guide learners to make Browser apps, add-ons, plug-ins, and extensions  Assessment: let learners show how to make Browser apps, add-ons, plug-ins, and extensions	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5. 2.1.1.5		
<b>Content standard (code)</b>	B5. 2.1.1.		
<b>Performance Indicator</b>	Learners can study the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select compositions and performances of other Ghanaian and African performing artists that reflect current topical issues of much concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations); ☑ appreciate: through shower thoughts session discuss the compositions and performances of the selected	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>African artists with focus on the type of art-forms, theme/purpose, elements,</p> <p>Assessment: let learners describe the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ select compositions and performances of other Ghanaian and African performing artists that reflect current topical issues of much concern in Africa (e.g. climate change, water and air pollution, slums, inclusion, diversity, international relations);</li> <li>☑ 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.</li> </ul> <p>Assessment: let learners describe the compositions and performances of Ghanaian and other African performing artists that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Journey to Independence</b>		<b>Sub-strand : Early Protest Movements</b>	
<b>Indicator (code)</b>	B5.5.1.1.3		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can examine sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What was his role in	Present a narrative of the leadership role of Joseph Ephraim Casely-Hayford in the NCBWA  Assessment: let learners mention the sources of evidence about the role of Joseph Ephraim Casely-Hayford in the National Congress of British West Africa (NCBWA)	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	the NCBWA?		
Thursday	Engage learners to sing songs and recite familiar rhymes  What was his role in the NCBWA?	Learners retell the story of Joseph Ephraim Casely-Hayford  Assessment: let learners narrate the story of Joseph Ephraim Casely-Hayford	What have we learnt today?  Ask learners to summarize the main points in the lesson

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS		<b>Sub-strand :</b> FLEXIBILITY	
<b>Indicator (code)</b>	B5.3.4.3.1:		
<b>Content standard (code)</b>	B5.3.4.3.		
<b>Performance Indicator</b>	Learners can perform standing bend and reach the knee with the forehead		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners go through warm up. Learners stand straight shoulder with apart. Arms by their sides tilt to one side of their body till the hand reaches the knees. Same should be done to the other side. Let them perform in pairs so that as one performs the other gives support.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and Commitment		<b>Sub-strand :</b> The Family and the Community	
<b>Indicator (code)</b>	B5.4.1.1.1		
<b>Content standard (code)</b>	B5.4.1.1.		
<b>Performance Indicator</b>	Learners can explain the need to be a committed member of the family		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners role play a family sketch centred on commitment. The sketch should have commitment as its theme  Assessment: let learners explain the need to be a committed member of the family	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : OUR NATION GHANA</b>		<b>Sub-strand : Authority and Power</b>	
<b>Indicator (code)</b>	B5.4.2.1.1.		
<b>Content standard (code)</b>	B5.4.2.1.		
<b>Performance Indicator</b>	Learners can recognise parents as source of discipline and character formation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	OWOP curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about rules and regulations they are expected to follow at home Learners discuss why it is important to obey rules and regulations at home  Assessment: let learners explain why it is important to obey rules and regulations at home	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Learners identify ways by which they can be responsible: <ul style="list-style-type: none"> <li>• be a good child to avoid punishment</li> <li>• emulate parents and other family members, etc</li> </ul> Assessment: let learners identify ways by which they can be responsible:	What have we learnt today?  Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Giving and Following Commands/ Instructions	
<b>Indicator (code)</b>	B5.1.11.1.1	B5.1.11.1.2	B5.1.11.1.3
<b>Content standard (code)</b>	B5.1.11.1.	B5.1.11.1.	B5.1.11.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should discuss things that make the home unclean</li> <li>• The learner should discuss the items used in cleaning the home</li> <li>• The learner should give reasons for cleaning the home</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>	Ghanaian Language curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display a picture of a rubbish dump and another picture of a neat house.</li> <li>• Let learners talk about the pictures in groups.</li> <li>• Lead learners to recognise and mention things that make the home unclean.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Let learners draw some of the things that make the home unclean. E.g. Rubbish, stagnant water, unclean bowls etc</li> </ul> <p>Assessment: let learners mention things that make the home unclean</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Display a picture of somebody sweeping.</li> <li>• Let learners talk about the picture.</li> <li>• Lead a discussion on cleanliness.</li> <li>• Allow learners to recognise and mention items used in cleaning the home.</li> <li>• Show some items for cleaning to the learners.</li> <li>• Let learners demonstrate or improvise the use of these items in a cleaning exercise. E.g. Broom, mop, dusters, etc.</li> </ul> <p>Assessment: let learners mention the items used in cleaning the home</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss with learners the consequences of an unclean home.</li> <li>• Lead learners to discuss how to make the home clean.</li> <li>• Help learners to recognise and mention the reasons for cleaning the home. E.g. To make the home healthy for living. To prevent sickness etc</li> </ul> <p>Assessment: let learners give reasons for cleaning the home</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 3**

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SUBJECT: English Language

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Giving and Following Commands/Instructions/Directions and Making and Responding to Requests B. Silent Reading C. Verbs D. Persuasive/Argumentative Writing E. Using Simple Prepositions F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(B5.1.9.1.2 B5.1.10.1.1) B5.2.8.1.1 B5.3.5.1.4 B5.4.13.2.1 B5.5.7.1.1 B5.6.1.1.1		
<b>Content standard (code)</b>	(B5.1.9.1. B5.1.10.1.) B5.2.8.1. B5.3.5.1. B5.4.13.2. B5.5.7.1. B5.6.1.1.		
<b>Performance Indicator</b>	A. Learners can make and respond to polite requests for help from familiar adults. Demonstrate awareness of the features of spoken language, e.g. use of discourse markers – well, also, finally B. Learners can infer meaning from level-appropriate texts C. Learners can use the simple past form of verbs to express past needs, interest and feeling: Learners can D. Learners can introduce claims and support them with clear reasons and evidence using credible sources 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				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					
<b>T. L .R. (s)</b>					
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
<b>Ref:</b>	English Language curriculum Page				
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Revise how to make requests by giving examples.</li> <li>• 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.             <ol style="list-style-type: none"> <li>Please sir/madam, may I go out?</li> <li>Yes, you may.</li> </ol> </li> <li>• 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</li> </ul> <ul style="list-style-type: none"> <li>• Revise important features of spoken language such as use of contractions and ellipsis.</li> <li>• Help learners to use contractions and ellipsis in speech. E.g.             <ol style="list-style-type: none"> <li>Contraction:                 <ol style="list-style-type: none"> <li>Kofi cannot come today.</li> <li>Kofi can’t come today.</li> </ol> </li> <li>Ellipsis:                 <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A: When will you come?</td> <td style="width: 50%;">B: Tomorrow</td> </tr> </table> </li> </ol> </li> </ul> <p>Assessment: let learners use discourse markers – well, also, finally, in sentences</p>	A: When will you come?	B: Tomorrow	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
A: When will you come?	B: Tomorrow				

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Have learners read silently. Let them stop and think about something different from the text. This is to make them know what to do when meaning is disrupted.</li> <li>• Have them read silently for the meaning from the text.</li> </ul> <p>Assessment: let learners infer meaning from level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Review the simple present form of verbs by asking learners to use them in sentences to express needs/preferences, and thoughts/ideas.</li> <li>• Review the simple past form of verbs by using them to indicate: – Completed actions or events – Regular actions in the past</li> <li>• 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.</li> <li>• Introduce these in turns and provide activities for practice.</li> </ul> <p>Assessment: let learners use the simple past form of verbs to express past needs, interest and feeling:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Working in groups (as in B5.7.1.1), learners provide reasons for the opinions they hold on a topic.</li> <li>• Guide groups to provide evidence for the opinions they hold.</li> <li>• Have groups present their work for discussions.</li> </ul> <p>Assessment: let learners introduce claims and support them with clear reasons and evidence using credible sources</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Use prepositions in sentences to convey the following meanings: <ul style="list-style-type: none"> <li>– Position e.g. on</li> <li>– Direction e.g. to</li> <li>– Time e.g. at</li> </ul> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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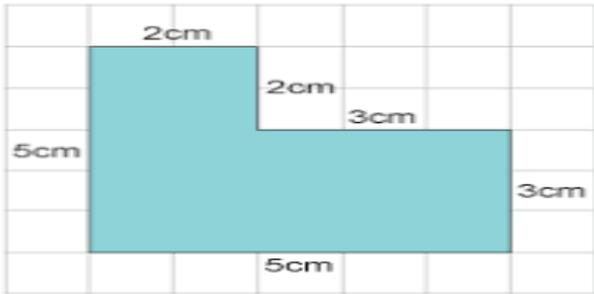
		<ul style="list-style-type: none"> <li>- Purpose e.g. for</li> <li>- Possession e.g. for</li> <li>- Comparison e.g. taller than</li> <li>- Support or opposition e.g. for you, against you</li> <li>• Provide a text and guide learners with examples to identify positions used to show the following meanings.</li> </ul> <p>Assessment: let learners use prepositions to convey a variety of meanings</p>	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

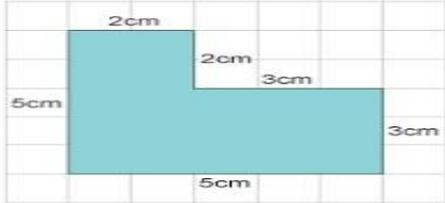
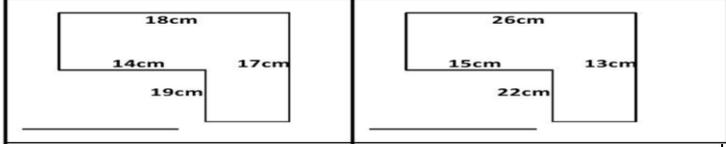
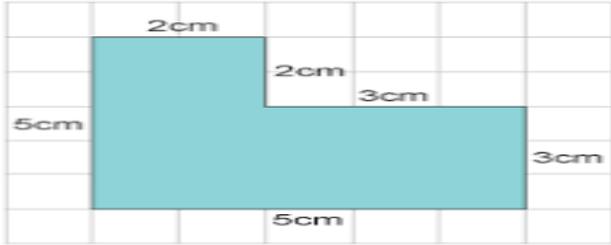
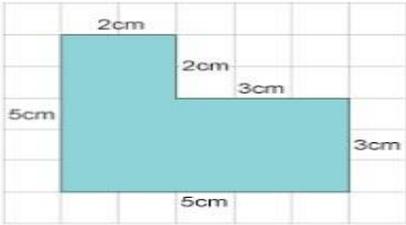
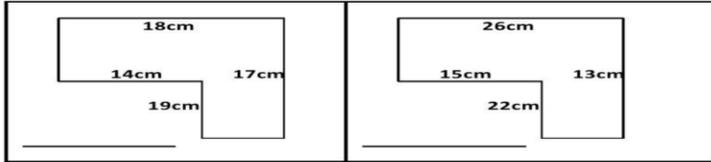
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SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : GEOMETRY AND MEASUREMENT</b>		<b>Sub-strand : Measurement</b>	
<b>Indicator (code)</b>	B5.3.2.1.1	B5.3.2.1.2	B5.3.2.1.3
<b>Content standard (code)</b>	B5.3.2.1.	B5.3.2.1.	B5.3.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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.</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>Give learners 2D shapes with given dimensions to find the perimeter by adding the distance around the shapes</p>	Review the lesson with Learners

	<p>one, what is one 1 - One is one alone, alone it shall be. 2</p>	  <p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles</p>   <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> PERSONAL HYGIENE AND SANITATION	
<b>Indicator (code)</b>	B5.5.1.1.1		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can know why it is important to wash clothes regularly		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Engage learners in groups to discuss among themselves what items are needed to wash their clothes and underwear.</li> <li>Groups present their ideas to the whole class.</li> <li>Present to learners, real items (soap, water, dirty clothes, etc.) needed to wash clothes and underwear and demonstrate how washing is done.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> <li>• Learners demonstrate how washing is done (a learner from each group).</li> </ul> <p>Assessment: let learners describe how washing is done</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Engage learners to watch a video or pictures showing other methods of washing clothes and underwear, apart from the hands.</p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners explain why it is important to wash clothes regularly</p>	Ask learners to summarize the important points of the lesson

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SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA		<b>Sub-strand :</b> CUSTOMIZING YOUR BROWSER	
<b>Indicator (code)</b>	B5.6.6.1.4. B5.6.6.1.5 B5.6.6.1.6		
<b>Content standard (code)</b>	B5.6.6.1. B5.6.6.1. B5.6.6.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can illustrate how to customise the browser toolbar</li> <li>• Learners can identify cookies in web browsers</li> <li>• Learners can illustrate how to set disk space or cache usage</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Facilitate learners to customise the browser toolbar  Aid learners to recognize cookies in web browsers  Guide learners to set disk space or cache usage.  Assessment: let learners illustrate how to set disk space or cache usage	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Planning, Making And Composing	
<b>Indicator (code)</b>	B5 1.2.2.3		
<b>Content standard (code)</b>	B5 1.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Creative Arts curriculum			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ explore the local environment to select available materials and tools that are good for making artworks; ☐ study and experiment with available materials and tools to create simple artworks that reflect the emerging topical issues in Africa using appropriate methods and skills e.g.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>- clay, plasticine, papier mâché (paper pulp), etc. for modelling and casting;</li> <li>- straw, yarn, paper, etc. for weaving;</li> <li>- odds and ends for constructing and assembling;</li> <li>- brushes and paint for painting;</li> <li>- craft tools for perforating, shaping and punching;</li> <li>- folding and shaping paper to make origami and quilling;</li> <li>- spatula and scooping tools for modelling;</li> <li>- needle for sewing, etc.</li> </ul> <p>☑ discuss and share their experiences through jury and peer review;</p> <p>☑ use available materials in the environment to make artworks similar to the works studied</p> <p>Assessment: let learners experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>discuss and compare their artworks to the artworks studied</li> </ul> <p>Assessment: let learners experiment with available relevant visual arts media and methods to create own visual artworks that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> Early Protest Movements	
<b>Indicator (code)</b>	B5.5.1.1.4		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Who was Joseph	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference.  Assessment: let learners narrate of the role of J.B. Danquah in the Gold Coast Youth Conference.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS		<b>Sub-strand :</b> BODY COMPOSITION	
<b>Indicator (code)</b>	B5.3.5.3.1:		
<b>Content standard (code)</b>	B5.3.5.3.		
<b>Performance Indicator</b>	Learners can identify the capabilities of the various body types.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> cones			
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	There are three main body types: Ectomorph, Endomorph and Mesomorph. Ectomorph: Lean and long with difficulty to build muscles Endomorph : Big, high body fats, round in shape and high tendency to store body fats and softbody Mesomorph: Muscular and well built, high metabolism and responsive muscle cell.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and Commitment		<b>Sub-strand :</b> The Family and the Community	
<b>Indicator (code)</b>	B5.4.1.1.2		
<b>Content standard (code)</b>	B5.4.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate things to do to show commitment as members of the family		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Guide learners to sketch a demonstration on the following: - taking part in family programmes and activities, - contributing to and attending weddings, funerals, naming ceremonies, etc.  Assessment: let learners mention things to do to show commitment as members of the family	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : OUR NATION GHANA</b>		<b>Sub-strand : Authority and Power</b>	
<b>Indicator (code)</b>	B5.4.2.1.1.		
<b>Content standard (code)</b>	B5.4.2.1.		
<b>Performance Indicator</b>	Learners can recognise parents as source of discipline and character formation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	OWOP curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners role play responsible behaviours as parents and children at home.  Assessment: let learners Identify responsible behaviours of parents and children	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners write essays on how to become responsible adults.	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners write essays on how to become responsible adults	Ask learners to summarize the main points in the lesson
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Fluency	
<b>Indicator (code)</b>	B5.2.8.1.1	B5.2.8 .1. 2	
<b>Content standard (code)</b>	B5.2.8.1.	B5.2.8 .1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should read longer texts with minimal mistakes</li> <li>• The learner should read naturally</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners longer passages to read aloud.</li> <li>• Help learners read longer passages with minimal mistakes.</li> <li>• Let learners recognise unfamiliar words and discuss with learners.</li> <li>• Play a reading game with learners in groups and in pairs.</li> </ul>	What have we learnt today?

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		Assessment: let learners read longer texts with minimal mistakes	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners longer passages to read aloud.</li> <li>• Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.</li> </ul> <p>Assessment: let learners read naturally</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners longer passages to read aloud.</li> <li>• Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.</li> </ul> <p>Assessment: let learners read naturally</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 4**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Silent Reading C. Verbs D. Persuasive/Argumentative Writing E. Using Simple Prepositions F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(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		
<b>Content standard (code)</b>	(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.		
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of the features of spoken language, e.g. use of discourse markers – well, also, finally. Demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through reciting poems. B. Learners can find the meaning of words as used in context 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		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
<b>Ref:</b>		English Language curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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. 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> </ul> <p>Assessment: let learners perform a familiar poem with focus on intonation, stress and rhythm</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <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> <li>• Have learners use Think-Pair-Share to discuss their meaning together.</li> </ul> <p>Assessment: let learners find the meaning of words as used in context</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Revise regular verbs in simple past forms</li> <li>• Introduce the simple past forms of irregular verb in context.</li> <li>• In groups, have learners come out with more simple past forms of irregular verbs.</li> <li>• Let groups read their verbs to the class.</li> <li>• Have learners use the verbs (past forms) in sentences</li> </ul> <p>Assessment: let learners use irregular form of the simple past tense of verbs</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <ul style="list-style-type: none"> <li>• Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms.</li> <li>• You may read out models of argumentative essays to guide learners.</li> </ul> <p>Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Let learners construct sentences to convey the following uses of prepositions, to show:             <ol style="list-style-type: none"> <li>Position – she is standing by the car.</li> <li>Direction – They went towards the East.</li> <li>Time – He left at dawn.</li> <li>Purpose – I bought this hoe for weeding my garden.</li> <li>Possession – The shirt is for Kofi</li> <li>Comparison</li> <li>Support or opposition – My views are against his plans.</li> </ol> </li> <li>• Have learners write a short paragraph containing examples of the prepositions discussed.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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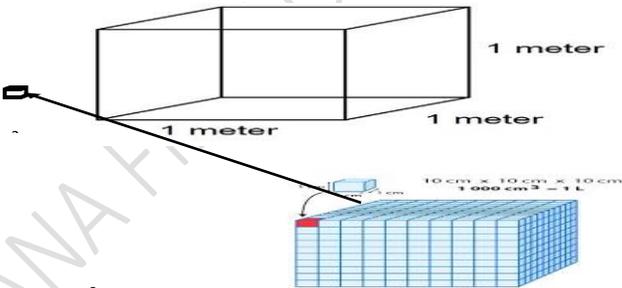
		Assessment: let learners use prepositions to convey a variety of meanings	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <li>• Have learners read independently books of their choice during the library period.</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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

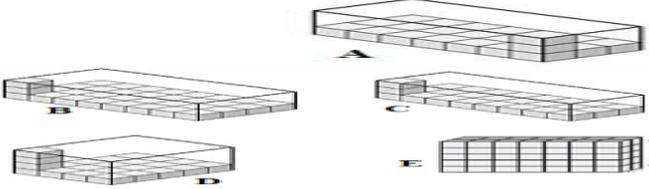
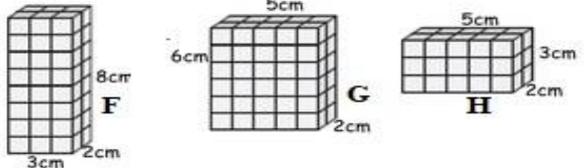
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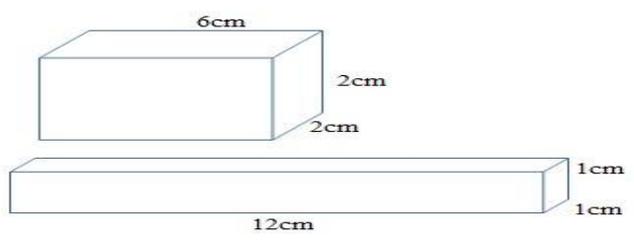
SUBJECT:

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Measurement	
<b>Indicator (code)</b>	B5.3.2.2.1 B5.3.3.2.2 B5.3.2.2.3		
<b>Content standard (code)</b>	B5.3.2.2. B5.3.3.2. B5.3.2.2.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can select and justify referents for cm<sup>3</sup> or m<sup>3</sup> units</li> <li>Learners can determine the volume of boxes by finding how many cubes of sizes 1cm<sup>3</sup> 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.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>monday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two</p>	<p>1 Show learners an object which is a <b>cubic centimetre (or 1 cm<sup>3</sup>)</b> and another object which is a <b>cubic metre (or 1 m<sup>3</sup>)</b></p>  <p>2 Let learners explore the classroom and compound to find that can be used as referents for the cubic centimetre (1cm ) and cubic metre (1m<sup>3</sup>). Example of 1m<sup>3</sup>is polytank; and 1cm<sup>3</sup>is cube sugar.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Ask learners identify containers in the classroom and compound that can be measured using cubic centimetre (cm<sup>3</sup>) and cubic metre (m<sup>3</sup>)</p>  <p>Ask learners to explore and state the relationship between 1cm<sup>3</sup> and 1m<sup>3</sup>; that is, a cubic is the volume of a cube with measurements 1cm×1cm×1cm, and is equal to 1/1,000,000 of a cubic meter, 1/1,000 of a litre (i.e. 1m<sup>3</sup>=100cm×100cm×10cm =1,000,000cm<sup>3</sup>). cubes is 1m</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>E.g. 1 Ask learners to determine the volume of different sizes of boxes by investigating how many cubes of sizes <math>1\text{cm}^3</math> can fill the containers. i.e. for box A, the base can take 2 by 7 <math>1\text{cm}^3</math>, and to fill it this arrangement will done 3 times, hence Volume of A is base area <math>\times</math> height = <math>2 \times 7 \times 3 = 42\text{cm}^3</math> E.g. 2 Ask learners to determine the volume of the boxes B, C, D and E</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>3 Guide learners to deduce the rule for volume of a box, and use is to calculate volumes of given boxes – F, G and H. That is, if the base area is <math>ll \times ww</math> and the height is <math>h</math>, then the. Volume of box is given by <math>ll \times ww \times h</math></p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Given 12 centimetre cubes, ask learners to find the different dimensions of boxes that can take the cubes. For 12 cubes the boxes can be of dimension <math>1\text{cm} \times 1\text{cm} \times 12\text{cm}</math> or <math>2\text{cm} \times 2\text{cm} \times 6\text{cm}</math>. Can we find any more drawings. E.g. 2 Ask learners to investigate with 20, 24, 30 and 48 centimetre cubes and draw all possible boxes</p>	<p>Review the lesson with Learners</p>

	<p>1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	 <p>Assessment: have learners to practice with more examples</p>	
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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> PERSONAL HYGIENE AND SANITATION	
<b>Indicator (code)</b>	B5.5.1.2.1		
<b>Content standard (code)</b>	B5.5.1.2.		
<b>Performance Indicator</b>	Learners can know how to keep washrooms clean		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Engage them in a discussion on how to keep the lavatory clean. • Emphasise such key points as: flushing immediately after use, urinating directly in the toilet bowl, keeping used tissues in waste containers rather than throwing them on the floor, regularly removing used tissues and burning them	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

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SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> Early Protest Movements	
<b>Indicator (code)</b>	B5.5.1.1.4		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can examine sources of evidence about the role of Dr Joseph Boakye Danquah in the Gold Coast Youth Conference		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What was Joseph	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference  Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference  Assessment: let learners narrate of the role of J.B. Danquah in the Gold Coast Youth Conference	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	Boakye Danquah role in the Gold Coast Youth Conference?		
Thursday	Engage learners to sing songs and recite familiar rhymes  What was Joseph Boakye Danquah role in the Gold Coast Youth Conference?	Present a narrative of the role of J.B. Danquah in the Gold Coast Youth Conference  Learners retell the story of J.B. Danquah and the Gold Coast Youth Conference  Assessment: let learners narrate the story of J.B. Danquah and the Gold Coast Youth Conference	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B5 2.2.2.3		
<b>Content standard (code)</b>	B5 2.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available relevant performing arts media and techniques to create own performing artworks that reflect topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ explore the local environment to select available instruments, equipment, sounds, melody, rhythms, movement patterns that are good for composing/arranging and performing music, dance, drama, poems, appellations, etc. ; ☑ experiment with the available instruments, equipment, sounds, movement patterns, melody etc. to perform some of the compositions of the Ghanaian	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> FITNESS PROGRAMME	
<b>Indicator (code)</b>	B5.4.1.4.1		
<b>Content standard (code)</b>	B5.4.1.4.		
<b>Performance Indicator</b>	Learners can monitor the intensity of one’s heart rate during physical activity.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners determine heart rate using their age. Learners learn how to take the heart beat by palpating at the radial artery or carotid artery. During exercise, learners should be encouraged to take heart rates for 15 seconds and multiply by 4 to obtain beat per minutes. Learners use various gadgets (polar wrist watches, polar vests, heart rate monitors, etc.) that determine exercise intensity and heart rate during and after physical activity. There are treadmills that determine calories burnt, distance covered	End the lesson with cool down activities and use questions to summarise the lesson

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family and Commitment		<b>Sub-strand :</b> The Family and Commitment	
<b>Indicator (code)</b>	B5.4.1.1.2		
<b>Content standard (code)</b>	B5.4.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate things to do to show commitment as members of the family		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners discuss things they have to do to show commitment to their family.  Assessment: let learners mention things to do to show commitment as members of the family	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Authority and Power	
<b>Indicator (code)</b>	B5.4.2.2 .1.		
<b>Content standard (code)</b>	B5.4.2.2		
<b>Performance Indicator</b>	Learners can explain and appreciate the importance of democratic governance		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	learners identify various persons and bodies who are responsible in governing their school e.g. headteacher, teachers, school prefects.  Learners discuss the importance of good governance in their school.  Assessment: let learners write importance of good governance in their school	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA SUB-STRAND		<b>Sub-strand :</b> ELECTRONIC EMAIL	
<b>Indicator (code)</b>	B5.6.7.1.1. B5.6.7.1.2		
<b>Content standard (code)</b>	B5.6.7.1. B5.6.7.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can identify the various e-mail service providers</li> <li>Learners can demonstrate the use of internet e-mail addresses.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to explore on the various email service providers (email, outlook.com, icloud mail).  Guide learners to start an email address. Assist learners to use email address  Assessment: let learners describe the use of internet e-mail addresses.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Summarising	
<b>Indicator (code)</b>	B5.2.9.1.1	B5. 2.9.1.2	
<b>Content standard (code)</b>	B5.2.9.1.	B5. 2.9.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should give the summary of longer texts.</li> <li>• The learner should write main ideas in a given text</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners read a passage.</li> <li>• Let learners recognise the main ideas in each paragraph read.</li> <li>• Let learners write down each idea found in each paragraph and discuss in their groups.</li> <li>• Assist learners to recognise the main ideas in a text.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Lead learners to give summaries of the texts orally before writing in their books.</li> </ul> <p>Assessment: let learners give the summary of longer texts.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a text aloud in class.</li> <li>• Let learners select the main ideas from each paragraph.</li> <li>• Let learners write the main ideas in their own words and read aloud for discussion.</li> <li>• Assist learners to write the main ideas in the given text in simple sentences correctly.</li> </ul> <p>Assessment: let learners write main ideas in a given text</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a text aloud in class.</li> <li>• Let learners select the main ideas from each paragraph.</li> <li>• Let learners write the main ideas in their own words and read aloud for discussion.</li> <li>• Assist learners to write the main ideas in the given text in simple sentences correctly.</li> </ul> <p>Assessment: let learners write main ideas in a given text</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 5**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Silent Reading C. Verbs D. Persuasive/Argumentative Writing E. Using Conjunctions F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(B5.1.10.2.1 B5.1.10.2.2) B5.2.8.1.3 B5.3.5.1.6 B5.4.13.2.3 B5.5.8.1.1 B5.6.1.1.1		
<b>Content standard (code)</b>	(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.		
<b>Performance Indicator</b>	A. Learners can speak audibly and coherently, using the appropriate voice qualities (pace, tone etc.). Read aloud clearly, at a good pace and with expression B. Learners can answer 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 and use conjunctions F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <li>• Have learners listen to audio recordings of speeches or listen to news read in English. <ul style="list-style-type: none"> <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> </ul> </li> <li>• Use further samples to show that good speeches are presented with the appropriate expression and at a good pace. • 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> <p>Assessment: let learners read aloud clearly, at a good pace and with expression</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Learners pose and answer questions that clarify meaning and promote deeper understanding of a text.</li> <li>• Questions can be generated by the learner, a peer or an adult. E.g.             <ol style="list-style-type: none"> <li>Why did the character do nothing?</li> <li>How did it make them feel?</li> </ol> </li> </ul> <p>Assessment: let learners answer questions based on the passage read</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept by reviewing the present continuous form of verbs.</li> <li>• Use the concept in context and have learners identify the time of the actions.             <ul style="list-style-type: none"> <li>• Have learners construct similar sentences.</li> <li>• 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.</li> <li>• In pairs let learners write sentences using the past continuous form of verbs.</li> </ul> </li> </ul> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>D.WRITING</b></p> <p>Using models, discuss the basic structure of an argumentative piece:</p> <ul style="list-style-type: none"> <li>- Introduction.</li> <li>- Reasons for the stand taken.</li> <li>- Conclusion.</li> </ul> <ul style="list-style-type: none"> <li>• Have groups present full compositions using this structure for class discussions and feedback</li> </ul> <p>Assessment: let learners establish and maintain a formal style</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Revise simple conjunctions. Provide simple sentences and let learners join them using and, or/nor, but.</p> <ul style="list-style-type: none"> <li>• Introduce because, since, so, although, in context. e.g. I'm late because I missed the bus. Although Afi is has eye problems, she doesn't wear glasses. He eats well, so he is healthy.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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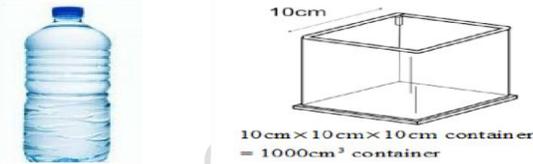
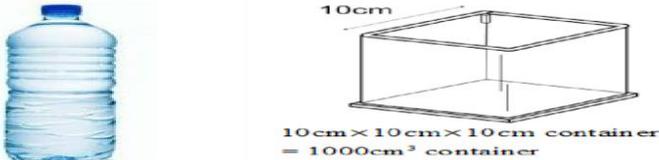
		<ul style="list-style-type: none"> <li>• Guide learners to discover the functions of these conjunctions.</li> <li>• Have them practise using these conjunctions in their own sentences.</li> </ul> <p>Assessment: let learners identify and use conjunctions</p>	
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	Have learners to tell what they read to the whole class

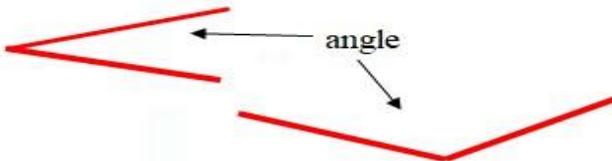
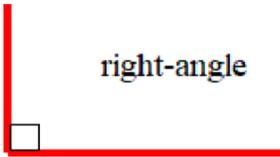
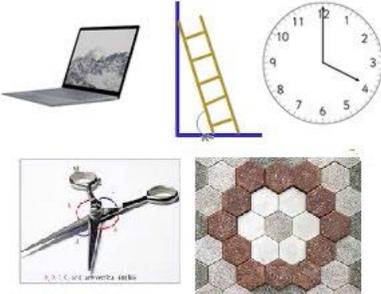
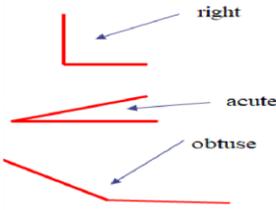
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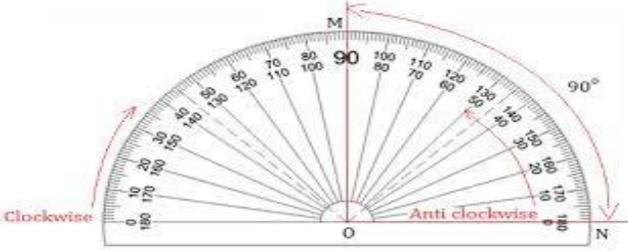
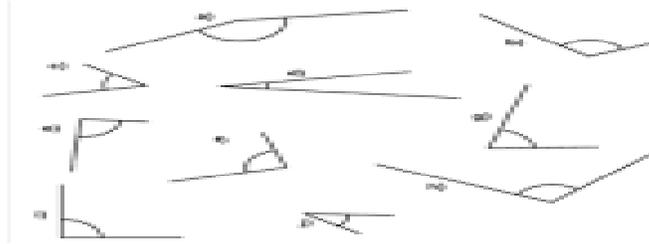
SUBJECT: Mathematics

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Measurement - Angles	
<b>Indicator (code)</b>	B5.3.3.2.4	B5.3.3.3.1	B5.3.3.3.2
<b>Content standard (code)</b>	B5.3.3.2.	B5.3.3.3.	B5.3.3.3.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can demonstrate an understanding of capacity by describing the relationship between capacity and volume as well as litre and 10cm<sup>3</sup></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>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
monday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>5 - Fire</p>	<p>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.</p> <p>10cm×10cm×10cm = 1000cm<sup>3</sup> = 1litre. [see B5.3.2.2.1 i.e. 1000litres is 1m<sup>3</sup>]</p> <p>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).</p> <div style="text-align: center;">  </div> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>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.</p> <p>10cm×10cm×10cm = 1000cm<sup>3</sup> = 1litre. [see B5.3.2.2.1 i.e. 1000litres is 1m<sup>3</sup>]</p> <p>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).</p> <div style="text-align: center;">  </div>	Review the lesson with Learners

		<p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<p>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.</p>  <p>E.g. 2 Guide learners to see right angles and fold right angles from 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</p>    <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

<p>Thursday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p> <p>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>E.g. 1 Review with learners how to use the protractor to measure angles</p>  <p>E.g. 2 Give learners photocopied worksheets with protractor in position measuring angles; ask them to read the angles or place their protractors on it and read it</p> <p>E.g. 4 Give learners photocopied worksheets with several angles to measure and sort into those which are – right, acute obtuse angles.</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is</p>	<p>E.g. 5 Ask learners to draw various angles such as 30o, 45o,60o, 75o, 90o, 120o, 150o,270o, etc.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> PERSONAL HYGIENE AND SANITATION	
<b>Indicator (code)</b>	B5.5.1.2.2		
<b>Content standard (code)</b>	B5.5.1.2.		
<b>Performance Indicator</b>	Learners can demonstrate how to clean the environment regularly		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Assemble various items for cleaning the environment  Take the learners on a trip to observe tidy and untidy parts of the nearby community or show different pictures depicting clean and unclean environments. • Engage learners to discuss how to make the unclean environments as clean as those that are clean.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention how to make the unclean environments as clean as those that are clean.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners discuss some materials that are used for cleaning the home, the school and the community.</p> <ul style="list-style-type: none"> <li>• Demonstrate to learners the correct way of using the cleaning tools, e.g. brooms, rags, ceiling brush, dustpans and dustbins.</li> <li>• Learners are assisted to know the need to keep the environment clean.</li> <li>• Engage learners to use local cleaning tools to clean the classroom and the school environment</li> </ul> <p>NB: Teachers are encouraged to form an environmental awareness club in the class after this lesson</p> <p>Assessment: let learners mention how to clean the environment regularly</p>	<p>Ask learners to summarize the important points of the lesson</p> <p>Project: Learners design posters to create awareness on the need to keep the school, home and Community clean and exhibit their work in the school.</p>

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SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA SUB-STRAND		<b>Sub-strand :</b> ELECTRONIC EMAIL	
<b>Indicator (code)</b>	B5.6.7.1.3 B5.6.7.1.4.		
<b>Content standard (code)</b>	B5.6.7.1. B5.6.7.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can create an email account e.g. Yahoo mail or Gmail account. (Yahoo Mail or Gmail account.).</li> <li>Learners can illustrate viewing received messages and Create or Compose messages.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to create email account (i.e. the possible steps).  Guide learners to write messages, format text, etc  Assessment: let learners illustrate viewing received messages and Create or Compose messages	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B5 1.3.4.3		
<b>Content standard (code)</b>	B5 1.3.4.		
<b>Performance Indicator</b>	Learners can plan an exhibition of own portfolio of visual artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); ☑ discuss the need for displaying portfolio of own visual artworks; ☑ develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> The 1948 Riots And After	
<b>Indicator (code)</b>	B5.5.3.1.1		
<b>Content standard (code)</b>	B5.5.3.1.		
<b>Performance Indicator</b>	Learners can explain why people were unhappy in the country after the Second World War		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  When was the Second	Show and discuss a documentary on the general state of affairs after the Second World War – failure to honour the promises to the ex-servicemen, lack of adequate housing and high cost of imported goods etc  Assessment: let learners describe the general state of affairs after the Second World War in the country	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> FITNESS PROGRAMME	
<b>Indicator (code)</b>	B5.4.1.4.2		
<b>Content standard (code)</b>	B5.4.1.4.		
<b>Performance Indicator</b>	Learners can describe how muscle strength and muscle endurance enhance motor skill performance		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher explains that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family, Authority and Obedience		<b>Sub-strand :</b> Authority and Obedience	
<b>Indicator (code)</b>	B5.5.1.1.1		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can recognise parents as sources of discipline and character formation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
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	<ul style="list-style-type: none"> <li>• Through questions and answers, let learners mention how they are disciplined by their parents and other elders at home:                             <ul style="list-style-type: none"> <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> </ul> </li> <li>• Guide learners to talk about the benefits they get from their parents because of their obedience to them.</li> </ul> <p>Assessment: let learners mention the benefits they get from their parents because of their obedience to them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Authority and Power	
<b>Indicator (code)</b>	B5.4.2.2 .1.		
<b>Content standard (code)</b>	B5.4.2.2 .		
<b>Performance Indicator</b>	Learners can explain and appreciate the importance of democratic governance		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Class mock election  Learners demonstrate how to elect a leader in a democratic way.  Assessment: let learners describe how to elect a leader in a democratic way	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Writing</b>		<b>Sub-strand : Penmanship/ Handwriting</b>	
<b>Indicator (code)</b>	B5.3.1.1.5		
<b>Content standard (code)</b>	B5.3.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should write simple sentences</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Write words on the boards and explain the meaning of those words. <ul style="list-style-type: none"> <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?

		Assessment: let learners write simple sentences	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<p>Write words on the boards and explain the meaning of those words.</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners write simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Write words on the boards and explain the meaning of those words.</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners write simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 6**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Fluency C. Verbs D. Informative/Expository Writing E. Using Conjunctions F. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B5.1.10.3.1	B5.2.9.1.1	B5.3.5.1.7	B5.4.13.2.4	B5.5.8.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.10.3.	B5.2.9.1.	B5.3.5.1.	B5.4.13.2.	B5.5.8.1 .	B5.6.1.1
<b>Performance Indicator</b>	A. Learners can present information about personal experiences B. Learners can read grade-level texts with good speed and accuracy C. Learners can use the imperative forms of verbs to give instructions and directions D. Learners can provide a concluding statement that follows from the arguments presented E. Learners can identify and use conjunctions F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners present information about personal experiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• 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> </ul> <p>Assessment: let learners read grade-level texts with good speed and accuracy</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <p>e.g. Switch on the light. Turn right.</p> <ul style="list-style-type: none"> <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> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

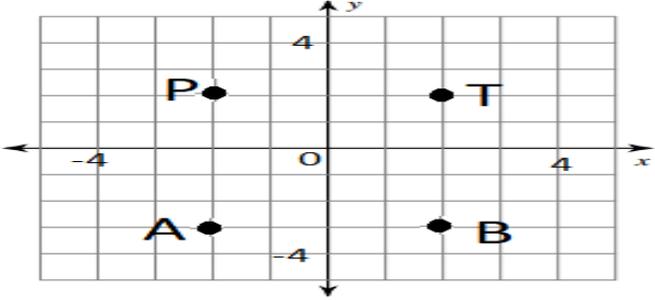
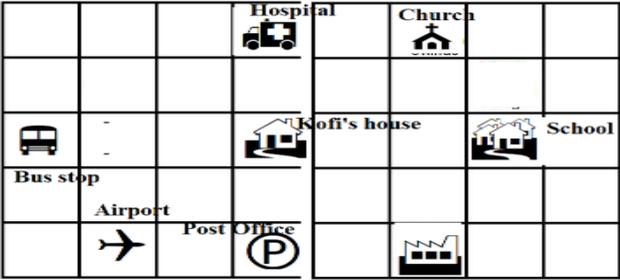
		Assessment: let learners use the imperative forms of verbs to give instructions and directions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Revise persuasive writing.</p> <ul style="list-style-type: none"> <li>• Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view.</li> <li>• Teach the features of a debate.</li> <li>• Guide learners to select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and debate on the topic</li> </ul> <p>Assessment: let learners provide a concluding statement that follows from the arguments presented</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>Provide a passage and have learners identify the conjunctions in the passage.</p> <ul style="list-style-type: none"> <li>• Let learners form sentences and join them with the conjunctions identified.</li> </ul> <p>Assessment: let learners identify and use conjunctions in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <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> </ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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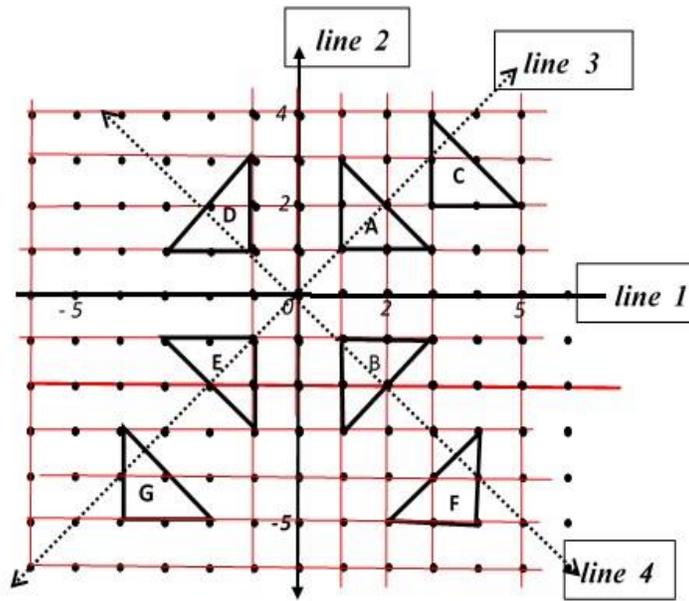
SUBJECT: Mathematics

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Geometric Reasoning	
<b>Indicator (code)</b>	B5.3.4.1.1 B5.3.4.2.2		
<b>Content standard (code)</b>	B5.3.4.1. B5.3.4.2.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can tell the position and motion of objects in space using the cardinal points north, south, east and west</li> <li>Learners can identify images of a single transformation (i.e. reflection) of a 2D shapes in a plane</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone,</p>	<p>. 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</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>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</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Wednesday</p>	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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 <math>xx=0</math>; shape A is a reflection of shape E in the line <math>yy=xx</math>.</p>	<p>Review the lesson with Learners</p>

		<p>Assessment: have learners to practice with more examples</p>	
<p>Thursday</p>	<p>Sing songs like:  I'm counting</p>	<p>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 <math>xx=0</math>; shape A is a reflection of shape E in the line <math>yy=xx</math>.</p> <div data-bbox="472 772 1219 1297" data-label="Figure"> </div> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is</p>	<p>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 <math>xx=0</math>; shape A is a reflection of shape E in the line <math>yy=xx</math>.</p>	<p>Review the lesson with Learners</p>



Assessment: have learners to practice with more examples

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> DISEASES	
<b>Indicator (code)</b>	B5.5.2.1.1		
<b>Content standard (code)</b>	B5.5.2.1.		
<b>Performance Indicator</b>	Learners can explain the causes, symptoms and control of chicken pox		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures, videos or charts on causes, symptoms and control of chicken pox or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on chicken pox.  Assessment: let learners explain the causes and symptoms of chicken pox	What have we learnt today?  Ask learners to summarize the important points of the lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA SUB-STRAND		<b>Sub-strand :</b> INTERNET OF THINGS (IOT)	
<b>Indicator (code)</b>	B5.6.8.1.1 B5.6.8.1.2.		
<b>Content standard (code)</b>	B5.6.8.1. B5.6.8.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can describe the purpose of Internet of Things</li> <li>Learners can give examples of Internet of Things with a consumer part and an industrial/business segment.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss the purpose IoT in groups  Guide learners to give, explore and present in class examples of Internet of Things with a consumer part and an industrial/business segment  Assessment: let learners give examples of Internet of Things with a consumer part and an industrial/business segment	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Displaying and Sharing	
<b>Indicator (code)</b>	B5 2.3.4.3		
<b>Content standard (code)</b>	B5 2.3.4.		
<b>Performance Indicator</b>	Learners can plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect the physical and social environments of Africa; ☐ discuss the need for performing compositions of own music, dance, drama, poetry etc.;	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>☑ develop a roadmap for the performances by: - fixing a date - selecting a venue - inviting an audience</li> <li>☑ brainstorm to agree on a theme for the performance (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> </ul> <p>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</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props, etc.); ☑</li> <li>getting ready: plan the sequence of events, stage/site plan identifying the positions of all facilities (e.g. PA system, lightings, performance zone, entry, exit, changing and makeup rooms/corners), characters, directors, stage managers, audience, health and security personnel); ☑</li> <li>clean and prepare the venue and its environment and make it ready for the performance;</li> <li>☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</li> </ul> <p>Assessment: let learners plan a display of own portfolio of performing artworks to educate and share creative experiences of artworks that reflect the topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> The 1948 Riots And After	
<b>Indicator (code)</b>	B5.5.3.1.1		
<b>Content standard (code)</b>	B5.5.3.1.		
<b>Performance Indicator</b>	Learners can explain why people were unhappy in the country after the Second World War		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Why were people	Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not).  Assessment: let learners explain why people were unhappy in the country after the Second World War	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	unhappy after the war?		
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>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.</p> <p>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.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> HEALTHY DIET	
<b>Indicator (code)</b>		B5.4.2.4.1:	
<b>Content standard (code)</b>		B5.4.2.4.	
<b>Performance Indicator</b>		Learners can explain why dehydration impairs temperature regulation and physical and mental performance	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	The body is made of 75% water. Water lubricates our joints and keeps the body temperature in check by releasing unwanted heat through sweat. The brain cell is composed mostly of water and the lack of it causes imbalance in the functioning of the brain. Personal	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family, Authority and Obedience		<b>Sub-strand :</b> Authority and Obedience	
<b>Indicator (code)</b>	B5.5.1.1.1		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can recognise parents as sources of discipline and character formation		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		RME curriculum Page	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners demonstrate how their parents discipline them at home  Assessment: let learners identify parents as sources of discipline and character formation	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Responsible Use of Resources	
<b>Indicator (code)</b>	B5.4.3.1.1.		
<b>Content standard (code)</b>	B5.4.3.1.		
<b>Performance Indicator</b>	Learners can identify ways of keeping water bodies safe		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of keeping water bodies safe e.g. Do not throw rubbish into water bodies, do not wash in water bodies, do not defecate in water bodies  Learners compose slogans and create poster on how to keep water bodies safe  Assessment: let learners identify ways of keeping water bodies safe	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Literary Writing	
<b>Indicator (code)</b>	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2		
<b>Content standard (code)</b>	B5.4.6.1. B5.4.7.1. B5.4.7.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should publish and appreciate the articles in the journal</li> <li>• The learner should write short poems</li> <li>• The learner should create short prose.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Look at the class journal created.</li> <li>• In their groups, let learners write simple articles on topics on disability and equity, and let other learners edit them.</li> <li>• Ask the learners to publish the article in the created class journal and display in the class.</li> </ul>	What have we learnt today?

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		<ul style="list-style-type: none"> <li>• Put learners in groups and allow each group to read an article from the class journal and discuss the article, bringing out for instance, the moral and the theme</li> </ul> <p>Assessment: let learners publish and appreciate the articles in the journal</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a simple short poem on a cardboard.</li> <li>• Discuss some features of a poem with learners.</li> <li>• Use flashcards with short poems on them to help learners compose their own short poems</li> </ul> <p>Assessment: let learners write short poems</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Show learners samples of prose and discuss some features of prose.</li> <li>• Ask learners to write a simple prose to be read in class.</li> <li>• Give an assignment of prose writing as a competition among learners</li> </ul> <p>Assessment: let learners create short prose</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 7**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Fluency C. Adverbs D. Informative/Expository Writing E. Using Simple, Compound and Complex Sentences F. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B5.1.10.3.2	B5.2.9.1.2	B5.3.6.1.1	B5.4.14.1.1	B5.5.9.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.10.3.	B5.2.9.1.	B5.3.6.1.	B5.4.14.1.1	B5.5.9.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can draw on prior knowledge to identify organisational structure of speech B. Learners can use context to confirm or self-correction strategies to confirm understanding of level-appropriate texts C. Learners can use adverbs to express manner D. Learners can write sentences to describe a process of doing something E. Learners can identify subjects and predicates in compound sentences F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

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<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <ul style="list-style-type: none"> <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: e.g.             <ol style="list-style-type: none"> <li>Heading</li> <li>Vocative Address</li> <li>Introduction</li> <li>Body</li> </ol> </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> <p>Assessment: let learners identify organisational structure of speech</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <li>• Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs.             <ul style="list-style-type: none"> <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> </li> </ul> <p>Assessment: let learners use context to confirm or self-correction strategies to confirm understanding of level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revise verbs and adverbs of place and time.</li> <li>• Provide a passage with adverbs of manner.</li> <li>• Have learners identify the adverbs and their functions                             <ul style="list-style-type: none"> <li>– modifying verbs.</li> <li>E.g. Mercy ate slowly.</li> </ul> </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> <p>Assessment: let learners use adverbs to express manner</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Use pictures showing the stages of how some dishes are prepared.</p> <ul style="list-style-type: none"> <li>• Learners in groups observe the picture sequences and write words that give information on the activity.</li> <li>• Each group presents its work for discussion.</li> <li>• 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).</li> </ul> <p>Assessment: let learners write sentences to describe a process of doing something</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners identify subjects and predicates in compound sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul>	<p>Have learners to tell what they read to the whole class</p>

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		<ul style="list-style-type: none"><li>• Invite individuals to present their work to the class for feedback.</li></ul> <p>Personal</p> <p>Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Data		<b>Sub-strand :</b> Data Collection, Organisation, Presentation, Interpretation and Analysis	
<b>Indicator (code)</b>	B5.4.1.1.1 B5.4.1.1.2		
<b>Content standard (code)</b>	B5.4.1.1. B5.4.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can explain the difference between first-hand and second-hand data</li> <li>Learners can find examples of second-hand data in print and electronic media, such as newspapers, magazines, and the internet.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else</p> <p>Mrs. Acquaye's class studied the weather. The learners measured the rainfall for 5 days (Monday to Friday). For her class these results are first-hand data. But for another class these results are second-hand data</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																								
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is</p>	<p>Look for examples of second-hand data in the newspaper or website; You can find data on league table, price list, sales, rainfall, etc.</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																								
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair</p>	<p>Ask learners to study the second-hand data on the league table and write questions for their friends to read and interpret the data. E.g. Which team has not lost in a match? Which team has won only one match</p> <table border="1" data-bbox="537 1226 1133 1478"> <thead> <tr> <th>Team</th> <th>P</th> <th>W</th> <th>D</th> <th>L</th> <th>F</th> <th>A</th> <th>Pts</th> </tr> </thead> <tbody> <tr> <td>Hearts</td> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>4</td> <td>1</td> <td>6</td> </tr> <tr> <td>Kotoko</td> <td>2</td> <td>1</td> <td>0</td> <td>1</td> <td>3</td> <td>3</td> <td>3</td> </tr> <tr> <td>Dwafis</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>1</td> <td>1</td> </tr> <tr> <td>Gold Feilds</td> <td>2</td> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>2</td> <td>1</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Team	P	W	D	L	F	A	Pts	Hearts	2	2	0	0	4	1	6	Kotoko	2	1	0	1	3	3	3	Dwafis	2	0	1	1	0	1	1	Gold Feilds	2	0	1	1	0	2	1	<p>Review the lesson with Learners</p>
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<p>Thursday</p>	<p>Sing songs like:  I'm counting</p>	<p>Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.</p>	<p>Review the lesson with Learners</p>																																								

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	<p>one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of weekly periods in each class</th> </tr> <tr> <th rowspan="2" style="text-align: left;">Subject</th> <th colspan="3" style="text-align: center;">Upper primary</th> </tr> <tr> <th style="text-align: center;">P4</th> <th style="text-align: center;">P5</th> <th style="text-align: center;">P6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>National language</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Environmental studies</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Integrated sciences</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Number of weekly periods in each class				Subject	Upper primary			P4	P5	P6	English	10	10	10	Mathematics	10	10	10	National language	6	6	6	Environmental studies	5	5	5	Integrated sciences	5	5	5	
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Environmental studies	5	5	5																															
Integrated sciences	5	5	5																															
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Ask learners to study the second-hand data on suggested number of 30 minutes periods that Ghanaian primary school children learn certain subjects every week. Ask them to write questions for their friends to read and interpret the data.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Number of weekly periods in each class</th> </tr> <tr> <th rowspan="2" style="text-align: left;">Subject</th> <th colspan="3" style="text-align: center;">Upper primary</th> </tr> <tr> <th style="text-align: center;">P4</th> <th style="text-align: center;">P5</th> <th style="text-align: center;">P6</th> </tr> </thead> <tbody> <tr> <td>English</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>Mathematics</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> <td style="text-align: center;">10</td> </tr> <tr> <td>National language</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Environmental studies</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> <tr> <td>Integrated sciences</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Number of weekly periods in each class				Subject	Upper primary			P4	P5	P6	English	10	10	10	Mathematics	10	10	10	National language	6	6	6	Environmental studies	5	5	5	Integrated sciences	5	5	5	<p>Review the lesson with Learners</p>
Number of weekly periods in each class																																		
Subject	Upper primary																																	
	P4	P5	P6																															
English	10	10	10																															
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National language	6	6	6																															
Environmental studies	5	5	5																															
Integrated sciences	5	5	5																															

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> DISEASES	
<b>Indicator (code)</b>	B5.5.2.1.2		
<b>Content standard (code)</b>	B5.5.2.1.		
<b>Performance Indicator</b>	Learners can identify causes, symptoms and prevention of cholera		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures and videos or images showing the causes, symptoms and prevention of cholera. <ul style="list-style-type: none"> <li>• Invite a local health officer or SHEP coordinator to give a presentation on cholera to the learners.</li> <li>• Engage learners, in groups, to discuss the causes of cholera, using everyday scenarios, e.g. eating contaminated food and living in a dirty environment</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners 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. <ul style="list-style-type: none"> <li>• Learners display the cardboard in the classroom</li> </ul> Assessment: let learners identify prevention of cholera	Ask learners to summarize the important points of the lesson

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SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA SUB-STRAND		<b>Sub-strand :</b> INTERNET OF THINGS (IOT)	
<b>Indicator (code)</b>	B5.6.8.1.3. B5.6.8.1.4		
<b>Content standard (code)</b>	B5.6.8.1. B5.6.8.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can identify components of Internet of Things</li> <li>Learners can identify the role of smart sensors in the Internet of Things.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Guide learners to explore the components of the Internet of Things. e.g. Hardware, Data, Software and Connectivity</p> <p>Guide learners to explore the role of smart sensors in the Internet of Things e.g. Sensing and data collection capability such as climatic change (e.g. Electronic Doors, RFID, CCTV camera, etc.), define at least five terms and acronyms of IoT. NB: This is to help the learner grasp the fundamental knowledge of hardware such as robots and sensors.</p> <p>Assessment: let learners identify the role of smart sensors in the Internet of Things.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Appreciating and Appraising	
<b>Indicator (code)</b>	B5 1.4.6.3		
<b>Content standard (code)</b>	B5 1.4.6.		
<b>Performance Indicator</b>	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.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: <ul style="list-style-type: none"> <li>☑ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;</li> <li>☑ identify the correct vocabulary to use for appreciating and appraising artworks;</li> <li>☑ agree on what to use the appraisal report for and how to share it</li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>fix a day/date for the appreciation/appraisal/jury.</li> </ul> <p>Suggested Guidelines</p> <ul style="list-style-type: none"> <li>Description of the work: The elements in the work (e.g. dot, lines, shapes, forms, colour, texture, tone), materials used (e.g. paper, pencil, clay, wood), size of the work, number of objects/items in the work.</li> <li>Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</li> <li>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).</li> </ul> <p>Experiences to share: The design process through thinking and composing, planning and making, displaying and sharing, etc.</p> <p>Assessment: let learners develop guidelines for appreciating and appraising own and others' visual artworks that reflect the topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> The 1948 Riots And After	
<b>Indicator (code)</b>	B5.5.3.1.1		
<b>Content standard (code)</b>	B5.5.3.1.		
<b>Performance Indicator</b>	Learners can explain why people were unhappy in the country after the Second World War		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were people unhappy	Role play the scene for learners to offer the opinions on the situation (whether the riot was justified or not).  Assessment: let learners explain why people were unhappy in the country after the econd World War	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	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. By 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

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SAFETY AND INJURIES	
<b>Indicator (code)</b>	B5.4.3.4.1		
<b>Content standard (code)</b>	B5.4.3.4.		
<b>Performance Indicator</b>	Learners can describe the role of muscle strength and proper lifting in the prevention of back injuries		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher explains to learners that muscles aid in movement, lifting, etc. Strong arm, chest, and back muscles will therefore facilitate movements in these parts of the body	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family, Authority and Obedience		<b>Sub-strand :</b> Authority and Obedience	
<b>Indicator (code)</b>	B5. 5.1.1.2		
<b>Content standard (code)</b>	B5. 5.1.1.		
<b>Performance Indicator</b>	Learners can explain the need to demonstrate responsible behaviour at home		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners identify ways by which they can be responsible: - be a good child to avoid punishment, - emulate parents and other family members, etc. • Let learners dramatise responsible behaviours as parents  Assessment: let learners explain the need to demonstrate responsible behaviour at home	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> OUR NATION GHANA		<b>Sub-strand :</b> Farming in Ghana	
<b>Indicator (code)</b>	B5.4.4.1.1.		
<b>Content standard (code)</b>	B5.4.4.1.		
<b>Performance Indicator</b>	Learners can participate in transplanting seedlings		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners prepare plant house or garden boxes/pots/trays, containers or garden beds for transplanting. Fill with fertile soil or plant medium; make holes at correct spacing and water ready for seedlings Assessment: let learners describe transplanting of seedlings	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Ensure that seedlings are ready for transplanting. Water seedlings before transplanting.</p> <p>Use the right tools e.g. hand trowel to lift seedlings from seedbed, use dibber to make holes at the right depth. Transplant seedlings in boxes/pots/trays, containers or garden beds.</p> <p>Visit transplanted seedlings daily to record number of leaves and height (growth) of transplanted seedlings. Use record to write weekly report</p> <p>Assessment: let learners describe transplanting of seedlings</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Letter Writing	
<b>Indicator (code)</b>	B5.4.7.1.3	B5.4.8.1.1	B5.4.8.1.2
<b>Content standard (code)</b>	B5.4.7.1.	B5.4.8.1.	B5.4.8.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should write a short and simple play</li> <li>• The learner should comprehend and discuss the process in writing good semi-formal letters</li> <li>• The learner should write semi-formal letters using controlled composition.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Allow learners to watch a simple play.</li> <li>• Discuss the play with learners and bring out its features.</li> <li>• Write out some of the features of a play on the board as a guide.</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Ask learners to write a simple play of at least three characters, one of the plays may be dramatised in class and be discussed.</li> </ul> <p>Assessment: let learners write a short and simple play</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Discuss letter writing and its structure with learners.</li> <li>• Show a sample of a letter to learners to point out the structure and features.</li> <li>• Discuss the features and types of letters.</li> <li>• Explain to learners the structure of semi-formal letters.</li> <li>• Write a sample semi-formal letter on the board.</li> <li>• Discuss the process involved in writing a semi-formal letter.</li> <li>• Assist learners to understand the process in writing good semi-formal letters</li> </ul> <p>Assessment: let learners identify the process in writing good semi-formal letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Write a semi-formal letter on the board.</li> <li>• Assist learners to write semi-formal letters using controlled composition.</li> <li>• Ask learners to point out the features and structure of the semi-formal letter written.</li> </ul> <p>Assessment: let learners write semi-formal letters using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE**  
**BASIC FIVE**  
**WEEK 8**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>				
<b>Day :</b>		<b>Date :</b>				
<b>Period :</b>		<b>Lesson :</b>				
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Presentation B. Summarising C. Idiomatic Expressions D. Letter Writing E. Using Simple, Compound and Complex Sentences F. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B5.1.10.3.3	B5.2.10.1.1	B5.3.7.1.1	B5.4.14.2.1	B5.5.9.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.10.3.	B5.2.10.1.	B5.3.7.1.	B5.4.14.2.	B5.5.9.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can gather and select facts and ideas from one or multiple print and non-print sources, appropriate to the purpose, audience, context and culture B. Learners can summarise level-appropriate texts/passages orally C. Learners can identify, explain and use idiomatic expressions correctly D. Learners can write about incidence or events of the day (e.g. any event witnessed on their way to school) and make radio/TV presentations ) E. Learners can identify subjects and predicates in compound sentences F. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read					
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.						

<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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. <ul style="list-style-type: none"> <li>• Together with learners, discuss the organisational structure of the speeches.</li> </ul> </li> <li>• Have learners choose and write speeches</li> </ul> <p>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</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <p>Learners identify the most important ideas in texts/passages read and restate them in their own words. E.g.</p> <ol style="list-style-type: none"> <li>Can you retell the story?</li> <li>Who are the main characters?</li> <li>What is the setting?</li> <li>What are the main events? (use herringbone or story map as strategies)</li> </ol> <p>Assessment: let learners summarise level-appropriate texts/passages orally</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Revise idiomatic expressions such as: <ol style="list-style-type: none"> <li>Take after (to resemble)</li> <li>To pull down(to destroy the reputation of someone)</li> </ol> </li> </ul>	<p>What have we learnt today?</p>

	familiar rhymes	<ul style="list-style-type: none"> <li>• Provide a number of idiomatic expressions and discuss their meaning (in context) with learners.</li> <li>• Help learners to interpret given idiomatic expressions in contexts. E.g.             <ol style="list-style-type: none"> <li>Kofi takes after his father.</li> <li>They pulled down the Mr. Badu.</li> </ol> </li> <li>• Have learners use idiomatic expressions in their own sentences.</li> </ul> <p>Communication</p> <p>Assessment: let learners identify, explain and use idiomatic expressions correctly</p>	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <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> </ul> <p>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 )</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>Let learners write about an event they had participated in, demonstrating their understanding of subject and predicate sentences.</p> <ul style="list-style-type: none"> <li>• Learners edit to demonstrate their knowledge of subject and predicate.</li> </ul> <p>Assessment: let learners identify subjects and predicates in compound sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <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> </ul>	Have learners to tell what they read to the whole class

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		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	

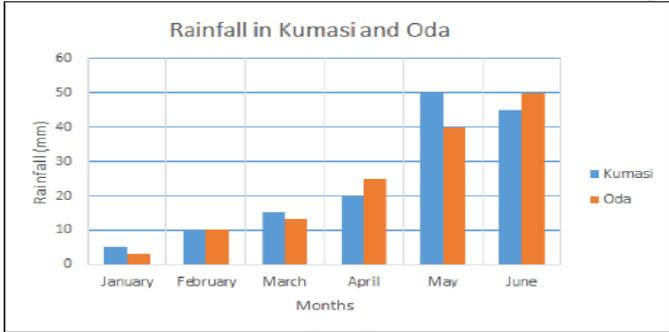
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SUBJECT: MATHEMATICS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Data		<b>Sub-strand :</b> Data Collection, Organisation, Presentation, Interpretation and Analysis	
<b>Indicator (code)</b>	B5.4.1.2.1 B5.4.1.2.2		
<b>Content standard (code)</b>	B5.4.1.2. B5.4.1.2.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can draw double bar graphs, complete with title, labelled axes, key or legend, to represent data collected (up to 3 pairs of categories of data and use it to solve problems</li> <li>Learners can identify examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines, and the internet.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)											
Monday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 – Two pair, two pair come pair let us pair</p>	<p>Give students data presented in a table on rainfall in mm for two towns to draw a double bar graph complete with title, labelled axes, key</p> <table border="1"> <thead> <tr> <th></th> <th>January</th> <th>February</th> </tr> </thead> <tbody> <tr> <td>Kumasi</td> <td>5</td> <td>10</td> </tr> <tr> <td>Oda</td> <td>3</td> <td>10</td> </tr> </tbody> </table>  <p>Assessment: have learners to practice with more examples</p>		January	February	Kumasi	5	10	Oda	3	10	Review the lesson with Learners
	January	February										
Kumasi	5	10										
Oda	3	10										
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one 1 - One is</p>	<p>Give students more paired data presented in a tables. Ask them to study the paired data in the tables and ask them questions based on them. Also ask them to write questions for their friends to read and interpret the data. For instance some questions can be (i) In which subject was Fusena's worse performance? (ii) How many pupils are in the upper primary classes in Presby? (iii) When was the best day for Senasco shop?</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners									
Wednesday	<p>Sing songs like:</p> <p>I'm counting</p>	<p>. Ask learners to draw double bar graphs complete with title, labelled axes, key for the paired data presented in the tables on (i) percentage test scores of 2 students; (ii) enrolment in 2 schools in a town; sales of two of bread in two shops in a week; etc.</p>	Review the lesson with Learners									

	<p>one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire</p>	<p>(i) test scores of 2 students</p> <table border="1"> <thead> <tr> <th>Student</th> <th>Maths</th> <th>English</th> <th>Ghanaian Language</th> <th>Science</th> <th>Social Studies</th> </tr> </thead> <tbody> <tr> <td>Fusena</td> <td>75</td> <td>60</td> <td>80</td> <td>60</td> <td>65</td> </tr> <tr> <td>Alidu</td> <td>55</td> <td>70</td> <td>75</td> <td>70</td> <td>55</td> </tr> </tbody> </table> <p>(ii) enrollment in 2 school in a town</p> <table border="1"> <thead> <tr> <th>School</th> <th>P1</th> <th>P2</th> <th>P3</th> <th>P4</th> <th>P5</th> <th>P6</th> </tr> </thead> <tbody> <tr> <td>Presby</td> <td>35</td> <td>30</td> <td>40</td> <td>30</td> <td>35</td> <td>45</td> </tr> <tr> <td>Roman</td> <td>45</td> <td>50</td> <td>55</td> <td>50</td> <td>65</td> <td>60</td> </tr> </tbody> </table> <p>(iii) Sales of bread in two shops in a week</p> <table border="1"> <thead> <tr> <th>Shop</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Abijak</td> <td>25</td> <td>22</td> <td>20</td> <td>24</td> <td>24</td> </tr> <tr> <td>Senasco</td> <td>25</td> <td>18</td> <td>16</td> <td>22</td> <td>26</td> </tr> </tbody> </table> <p>Basic school enrollment in Ghana from 2010 to 2013</p> <p>Assessment: have learners to practice with more examples</p>	Student	Maths	English	Ghanaian Language	Science	Social Studies	Fusena	75	60	80	60	65	Alidu	55	70	75	70	55	School	P1	P2	P3	P4	P5	P6	Presby	35	30	40	30	35	45	Roman	45	50	55	50	65	60	Shop	Monday	Tuesday	Wednesday	Thursday	Friday	Abijak	25	22	20	24	24	Senasco	25	18	16	22	26	
Student	Maths	English	Ghanaian Language	Science	Social Studies																																																							
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<p>Thursday</p>	<p>Sing songs like: I'm counting one, what is one</p>	<p>Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																																									
<p>Friday</p>	<p>Sing songs like: I'm counting</p>	<p>Provide opportunities for learners to access, read and interpret examples of double bar graphs used in a variety of print and electronic media, such as newspapers, magazines and the internet</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>																																																									

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SUBJECT: SCIENCE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> HUMANS AND THE ENVIRONMENT		<b>Sub-strand :</b> SCIENCE AND INDUSTRY	
<b>Indicator (code)</b>	B5.5.3.1.1		
<b>Content standard (code)</b>	B5.5.3.1.		
<b>Performance Indicator</b>	Learners can identify the raw materials used in some local industries (kenkey production, gari production, ceramic and pottery production)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Take learners to a local gari, kenkey, shea butter, cooking oil, blacksmith, basketry, carpentry or pottery production site or show videos of such ventures. • Learners observe critically and identify the raw materials used in the various industries.  Assessment: let learners identify the raw materials used in some local industries	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	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
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NANA FIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTERNET AND SOCIAL MEDIA SUB-STRAND		<b>Sub-strand :</b> DIGITAL LITERACY	
<b>Indicator (code)</b>	B5.6.4.9.1.1 B5.6.4.9.1.2		
<b>Content standard (code)</b>	B5.6.4.9.1. B5.6.4.9.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can describe private and personal information</li> <li>• Learners can discuss various techniques on online protection from online identity theft</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Encourage learners to tell you what they know about private and personal information online. Ask leading questions to help them bring out points they could not make out  Guide learners to discuss security measures online such as logging out after browsing, etc  Assessment: let learners identify various techniques on online protection from online identity theft	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Performing Arts</b>		<b>Sub-strand : Appreciating and Appraising</b>	
<b>Indicator (code)</b>	B5 2.4.6.3		
<b>Content standard (code)</b>	B5 2.4.6.		
<b>Performance Indicator</b>	Learners can develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; ☑ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☑ agree on what to use the appraisal report for and how to share it	What have we learnt today?  Ask learners to summarize the main points in the lesson

		Assessment: let learners develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>☑ fix a day/date for the appreciation/appraisal/jury.</li> </ul> <p>Suggested guidelines</p> <ul style="list-style-type: none"> <li>☑ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</li> <li>☑ Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.</li> <li>☑ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</li> </ul> <p>Assessment: let learners develop guidelines for appreciating and appraising own and others' performing artworks that reflect topical issues in Africa</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Journey to Independence		<b>Sub-strand :</b> The 1948 Riots And After	
<b>Indicator (code)</b>	B4.5.3.1.2		
<b>Content standard (code)</b>	B4.5.3.1.		
<b>Performance Indicator</b>	Learners can examine sources of evidence about what happened during the 1948 riots		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  Who were the ex-	Show a map of Accra indicating the routes that were approved for the ex-servicemen. Use a documentary to illustrate what happened during the 1948 riots and discuss it afterwards  Assessment: let learners narrate what happened during the 1948 riots and afterwards	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SAFETY AND INJURIES	
<b>Indicator (code)</b>		B5.4.3.4.2:	
<b>Content standard (code)</b>		B5.4.3.4.	
<b>Performance Indicator</b>		Learners can list factors that cause injuries when using PE equipment	
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>		PE curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Teacher explains that injuries may occur when the learner had not gone through proper warm-up and stretching. Warm up prevents injuries to the muscles and the joints, increases the elasticity in the muscles to adapt to the ensuing vigorous activities. Teacher should ensure that the environment and the equipment are safe for use.	End the lesson with cool down activities and use questions to summarise the lesson

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> The Family, Authority and Obedience		<b>Sub-strand :</b> Authority and Obedience	
<b>Indicator (code)</b>	B5. 5.1.1.2		
<b>Content standard (code)</b>	B5. 5.1.1.		
<b>Performance Indicator</b>	Learners can explain the need to demonstrate responsible behaviour at home		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	In groups, let learners write essays on how to become responsible adults. <ul style="list-style-type: none"> <li>Let learners present their works to the class for appreciation and discussion</li> </ul> Assessment: let learners write essays on how to become responsible adults	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MY GLOBAL COMMUNITY</b>		<b>Sub-strand : Our Neighbouring Countries</b>	
<b>Indicator (code)</b>	B5.5.1.1.1.		
<b>Content standard (code)</b>	B5.5.1.1.		
<b>Performance Indicator</b>	Learners can describe the economic exchanges between Ghana and her neighbours		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> OWOP curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch picture/videos of economic exchanges between Ghana and her neighbours e.g. trade, work  Learners describe the types of goods exchanged between Ghana and her neighbours e.g. tomatoes, onions, clothes  Assessment: let learners	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Composition Writing		<b>Sub-strand :</b> Letter Writing	
<b>Indicator (code)</b>	B5.4.8.1.3		
<b>Content standard (code)</b>	B5.4.8.1.		
<b>Performance Indicator</b>	The learner should write good semi-formal letters.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a semi-formal letter to learners.</li> <li>• Guide learners to write good semi-formal letters</li> </ul> Assessment: let learners write good semi-formal letters.	What have we learnt today?  Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a semi-formal letter to learners.</li> <li>• Guide learners to write good semi-formal letters</li> </ul> <p>Assessment: let learners write good semi-formal letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read a semi-formal letter to learners.</li> <li>• Guide learners to write good semi-formal letters</li> </ul> <p>Assessment: let learners write good semi-formal letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE  
BASIC SIX  
WEEK 1**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> A. Reading B. Grammar Usage at Word C. Writing D. Using Writing Conventions/ E. Extensive Reading		<b>Sub-strand :</b> A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B6.2.2.1.1	B6.3.1.1.1	B6.4.2.1.1	B6.5.1.1.1.	B6.6.1.1.1.
<b>Content standard (code)</b>	B6.2.2.1.	B6.3.1.1.	B6.4.2.1.	B6.5.1.1..	B6.6.1.1..
<b>Performance Indicator</b>	A. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch B. Learners can identify and use nouns or noun phrases to describe conditions. C. Learners can write with a legible, fluent and personal handwriting style D. Learners can follow appropriate mechanical convention E. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					

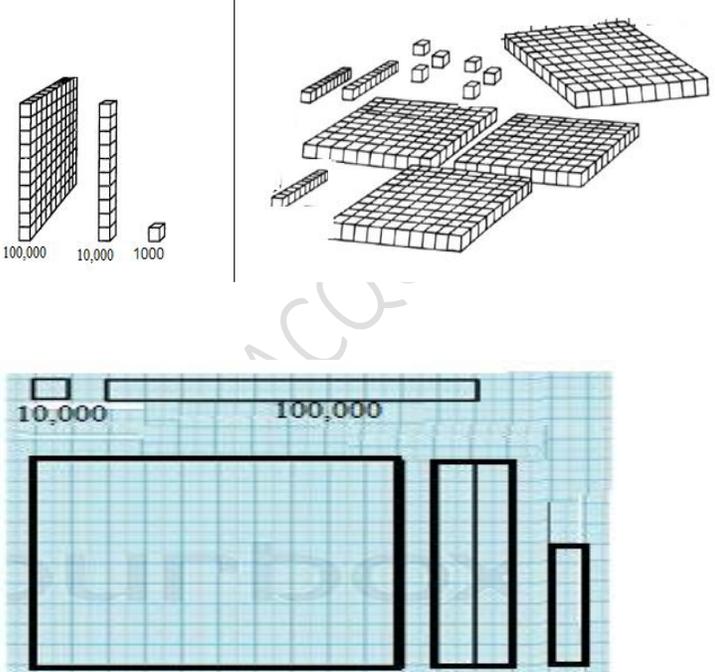
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners write sentences with the target words and read out the sentences to the class</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners write sentences with the target words and read out the sentences to the class</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Identify and use nouns or noun phrases to describe conditions.</p> <p>Assessment: let learners use nouns or noun phrases to describe conditions.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Have learners select sentences from their readers.</li> </ul>	<p>What have we learnt today?</p>

	and recite familiar rhymes	<ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners copy sentences into their exercise books in joint script</p>	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <p>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</p> <p>Assessment: let learners write a formal letter each on a given topic</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Lead discussion on the importance of reading widely.</li> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	Have learners to tell what they read to the whole class

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 .....: LESSON PLAN

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<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B6.1.1.1.1		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Counters			
<b>Ref:</b>		Mathematics curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Sing songs like:	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

	<p>I'm counting one, what is one</p>	<p>10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials</p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Ask pupils to model the number 137,000 shading graph sheet square as shown below</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>Give learners teacher-make token currency notes [¢10, ¢100 &amp; ¢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</p>	Review the lesson with Learners

	<p>1 - One is one alone, alone it shall be.</p>	 <p>Assessment: have learners to practice with more examples</p>	
<p>Friday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Give learners teacher-made token currency notes [C10, C100 &amp; C500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to C1,000,000; e.g. C123,480</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>
<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>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</p> <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: SCIENCE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : LIVING AND NON-LIVING THINGS</b>	
<b>Indicator (code)</b>	B6.1.1.1.1		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can classify plants based on their root system		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>		Science curriculum Page	
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.</li> <li>• Learners are shown pictures of the root systems of different plants.</li> <li>• Learners observe and identify the similarities and differences between the roots of the various plants.</li> <li>• Task learners to put the plants into two main groups based on the similarities in their roots system.</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"><li>• Learners give reasons for their classifications</li></ul> <p>Assessment: let learners identify the similarities between the roots of the various plants.</p>	
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SUBJECT: HISTORY

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> Impact of European Presence	
<b>Indicator (code)</b>	B6.3.4.1.1		
<b>Content standard (code)</b>	B6.3.4.1.		
<b>Performance Indicator</b>	Learners can assess the changes that the European presence brought to Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of European presence in Ghana  Assessment: let learners mention the changes that the European presence brought to Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes  What was the effect of formal education in Ghana?	Show and discuss a documentary of European presence in Ghana  Assessment: let learners mention the changes that the European presence brought to Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : ALL ABOUT US</b>		<b>Sub-strand : Nature of God</b>	
<b>Indicator (code)</b>	B6.1.1.1 .1		
<b>Content standard (code)</b>	B6.1.1.1 .		
<b>Performance Indicator</b>	Learners can describe the attributes of God		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Our World Our People curriculum Page			
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient- All-knowing.  Learners role play scenarios to reflect the attributes of God in their lives.  Assessment: Let learners describe the attributes of God	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners write essays on the attributes of God in relations to themselves.	What have we learnt today?

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

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILLS AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B6.1.1.1.1:		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance	After warm up activities, learners perform long jump by: i. Practicing approach run. ii. Practicing approach run and single take off with a comfortable foot. iii. Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force. iv. Learners practice at their own pace base on their abilities.	What have we learnt today?  Use answers to summarise the lesson.

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	and to prevent injuries	v. Learners cool down to end the lesson	
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B6. 1.1.1.1		
<b>Content standard (code)</b>	B6. 1.1.1.		
<b>Performance Indicator</b>	Learners can describe the nature of God through His attributes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc.</li> <li>Guide learners to discuss the attributes of God in English and local languages.</li> <li>In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc.</li> </ul> <p>Assessment: let learners identify the attributes of God that are present in humankind</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: COMPUTING

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> INTRODUCTION TO COMPUTING		<b>Sub-strand :</b> GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
<b>Indicator (code)</b>	B6.1.1.1.1 B6.1.1.1.2		
<b>Content standard (code)</b>	B6.1.1.1. B6.1.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can describe the Generation of Computers</li> <li>Learners can identify components of a Computer System: Hardware, Software and Liveware.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b> Computing curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss the Generation of Computers. Microprocessors - Super Computers, Mainframe, Minicomputers and the main computer mixed Microcomputers, Mobile Phones, etc  Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used  NB: the discussion should be limited to definition level.  Assessment: Let learners identify components of a Computer System	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Visual Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B6 1.1.1.1		
<b>Content standard (code)</b>	B6 1.1.1.		
<b>Performance Indicator</b>	Learners can explore and study the artworks of some international visual artists and analyse how their artworks reflect the history and culture of some communities in the world		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo, Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim Mahama, Rebecca Horn); ☑ discuss the works of the international artists studied in relation to the history and cultures of some	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>communities in the world. For example, Ibrahim 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;</p> <p>☑ writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of artworks</li> <li>- Title of some works</li> <li>- Preferred Media</li> <li>- Contribution to the development of art</li> </ul> <p>Assessment: let learners explain how their artworks of some international visual artists reflect the history and culture of some communities in the world</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo, Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim Mahama, Rebecca Horn);</p> <p>☑ discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, Ibrahim 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;</p> <p>☑ writing a brief about their choice of artist using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of artworks</li> <li>- Title of some works</li> <li>- Preferred Media</li> <li>- Contribution to the development of art</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		Assessment: let learners explain how their artworks of some international visual artists reflect the history and culture of some communities in the world	
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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Songs Poems	
<b>Indicator (code)</b>	B6.1.1.1.1	B6.1.1.1.2.	
<b>Content standard (code)</b>	B6.1.1.1.	B6.1.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should sing some traditional songs which are used for traditional dances and their correct rhythms</li> <li>Learners should discuss the importance and some moral lessons of the songs and the dances</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> <li>Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms.</li> <li>Demonstrate how some of the dances are performed.</li> </ul>	What have we learnt today?

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	familiar rhymes	<ul style="list-style-type: none"> <li>• Allow learners to dance to the rhythm of the song.</li> </ul> <p>Assessment: let learners sing traditional songs with their correct rhythms and dance to the rhythm of the song</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <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> <li>• Lead learners to discuss the history or relevance of the songs.</li> </ul> <p>Assessment: let learners write importance and some moral lessons of the songs and the dances</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• 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> <li>• Lead learners to discuss the history or relevance of the songs.</li> </ul> <p>Assessment: let learners write importance and some moral lessons of the songs and the dances</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE  
BASIC SIX  
WEEK 2**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Songs, Poems B. Phonics C. Nouns D. Penmanship and Handwriting E. Using Capitalisation F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	( B6.1.1.1.1 B6.1.3.1.1) B6.2.2.1.1. B6.3.1.1.2 B6.4.2.1.1 B6.5.1.1.1. B6.6.1.1.1.		
<b>Content standard (code)</b>	( B6.1.1.1. B6.1.3.1.) B6.2.2.1. B6.3.1.1. B6.4.2.1. B6.5.1.1. B6.6.1.1..		
<b>Performance Indicator</b>	A. Learners can relate the central messages in songs to personal experiences. relate the central messages of poems to personal experiences B. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch C. Learners can identify and use: Proper nouns to refer to organisations/events; Count/non-count, Singular, Plural (regular, irregular), Without plural marker. D. Learners can write with a legible, fluent and personal handwriting style E. Learners can follow appropriate mechanical convention. F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			

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<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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> </ul> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners relate the central messages in songs and poems to personal experiences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• 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> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Have groups write sentences with the target words and read out the sentences to the class.</li> </ul> <p>Assessment: let learners write sentences with the target words and read out the sentences to the class.</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revise all the types of nouns (refer to B1- B5).</li> <li>• Provide learners with opportunities to further practise using these nouns.</li> </ul> <p>E.g.</p> <p>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.</p> <p>b. Use a language drill to help learners do practice activities.</p> <p>E.g. Pair Drill for singular/plural nouns  – Learner “A” gives a noun – mango  – Learner “B” gives its plural form “mangoes” and uses it in a sentence – I love mangoes.</p> <p>C – Learners play the “Lucky Dip game” for practice. 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.</p> <p>E.g. a team of horses, a bevy of ladies, a flock of sheep</p> <p>D – Learners can look for types of nouns using the internet and use them in sentences</p> <p>Assessment: let learners use proper nouns count/non-count in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <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> </ul> <p>Assessment: let learners copy sentences into their exercise books in joint script</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <p>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,</p>	<p>What have we learnt today?</p>

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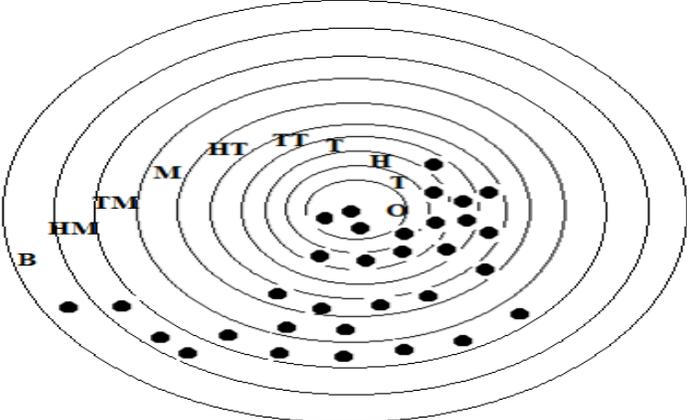
	familiar rhymes	<p>exclamation mark, quotation marks, apostrophe, hyphen etc</p> <p>Assessment: let learners write a formal letter each on a given topic</p>	Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <li>• Lead discussion on the importance of reading widely.</li> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	Have learners to tell what they read to the whole class

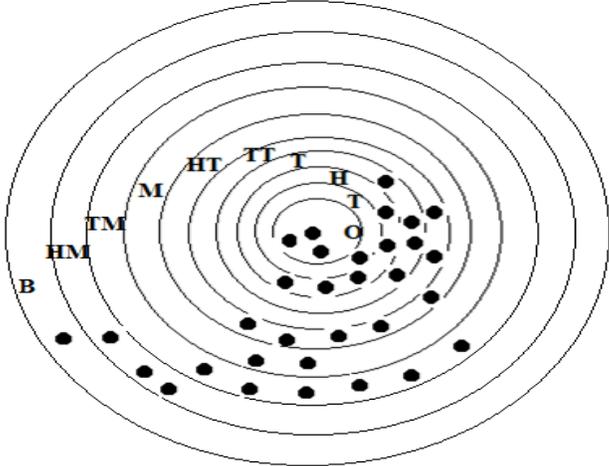
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SUBJECT: MATHEMATICS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B6.1.1.1.2	B6.1.1.1.3	
<b>Content standard (code)</b>	B6.1.1.1.	B6.1.1.1.	
<b>Performance Indicator</b>	Learners can read and write numbers in figures and in words up to 1,000,000,000 Learners can identify numbers in different positions around a given number in a number chart		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Monday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 5 landed in the hundred-thousands' ring making the number twenty-thousand or 500,000).</p> <p>The representations to use also include verbal, and numerals. Learners must match number word cards to the figures</p>  <p style="text-align: center;">Place value number wheel</p> <p style="text-align: center;">Place value chart</p> <table border="1" data-bbox="493 1052 1019 1482"> <tr> <td>Billion</td> <td>Hundred Million</td> <td>Ten Million</td> <td>Million</td> <td>Hundred-thousands</td> <td>Ten-thousands</td> <td>Thousand</td> <td>Hundreds</td> <td>Tens</td> <td>Ones</td> </tr> <tr> <td>1</td> <td>3</td> <td>6</td> <td>2</td> <td>5</td> <td>2</td> <td>4</td> <td>5</td> <td>1</td> <td>3</td> </tr> </table> <p>Ask pupils to write given numbers on the expanded form of the number : 1,362,524,513 = 1,000,000,000 × 1 + 100,000,000 × 3 + 10,000,000 × 6 + 1,000,000 × 2 + 100,000 × 5 + 10,000 × 2 + 1,000 × 4 + 100 × 5 + 10 × 1 + 1 × 3 = 1,000,000,000 + 300,000,000 + 60,000,000 + 2,000,000 + 500,000 + 20,000 + 4000 + 500 + 10 + 3</p> <p>Assessment: have learners to practice with more examples</p>	Billion	Hundred Million	Ten Million	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	1	3	6	2	5	2	4	5	1	3	<p>Review the lesson with Learners</p>
Billion	Hundred Million	Ten Million	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones														
1	3	6	2	5	2	4	5	1	3														

<p>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.</p>	<p>Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 5 landed in the hundred-thousands' ring making the number twenty-thousand or 500,000).</p> <p>The representations to use also include verbal, and numerals. Learners must match number word cards to the figures</p>  <p style="text-align: center;">Place value number wheel</p> <p style="text-align: center;">Place value chart</p> <table border="1" data-bbox="493 1100 1040 1539"> <tr> <td><b>Billion</b></td> <td><b>Hundred Million</b></td> <td><b>Ten Million</b></td> <td><b>Million</b></td> <td><b>Hundred-thousands</b></td> <td><b>Ten-thousands</b></td> <td><b>Thousand</b></td> <td><b>Hundreds</b></td> <td><b>Tens</b></td> <td><b>Ones</b></td> </tr> <tr> <td>1</td> <td>3</td> <td>6</td> <td>2</td> <td>5</td> <td>2</td> <td>4</td> <td>5</td> <td>1</td> <td>3</td> </tr> </table> <p>Ask pupils to write given numbers on the expanded form of the number : 1,362,524,513 = 1,000,000,000 × 1 + 100,000,000 × 3 + 10,000,000 × 6 + 1,000,000 × 2 + 100,000 × 5 + 10,000 × 2 + 1,000 × 4 + 100 × 5 + 10 × 1 + 1 × 3 = 1,000,000,000 + 300,000,000 + 60,000,000 + 2,000,000 + 500,000 + 20,000 + 4000 + 500 + 10 + 3</p>	<b>Billion</b>	<b>Hundred Million</b>	<b>Ten Million</b>	<b>Million</b>	<b>Hundred-thousands</b>	<b>Ten-thousands</b>	<b>Thousand</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>	1	3	6	2	5	2	4	5	1	3	<p>Review the lesson with Learners</p>
<b>Billion</b>	<b>Hundred Million</b>	<b>Ten Million</b>	<b>Million</b>	<b>Hundred-thousands</b>	<b>Ten-thousands</b>	<b>Thousand</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>														
1	3	6	2	5	2	4	5	1	3														

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

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	50,000	51,500	53,000	54,500	56,000	57,500
	60,000	61,500	63,000	64,500	66,000	67,500
	Assessment: have learners to practice with more examples					

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NANA FIIFI ACQUAH SCHOOL

SUBJECT: SCIENCE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> DIVERSITY OF MATTER		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	B6.1.1.1.1		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can classify plants based on their root system		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers).</li> <li>Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class.</li> <li>Learners are shown pictures of the root systems of different plants.</li> <li>Learners observe and identify the similarities and differences between the roots of the various plants.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

		<ul style="list-style-type: none"> <li>• Task learners to put the plants into two main groups based on the similarities in their roots system.</li> <li>• Learners give reasons for their classifications.</li> </ul> <p>Assessment: let learners identify the differences between the roots of the various plants.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Build the vocabulary of learners by explaining to them the two main root systems of plants, namely: tap roots and fibrous roots.</li> <li>• Learners to mould tap root and fibrous root using blu tack and display for discussion.</li> </ul> <p>Assessment: let learners classify plants based on their root system</p>	<p>What have we learnt today?</p> <p>Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc. for next lesson</p>

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SUBJECT: HISTORY

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> Impact of European Presence	
<b>Indicator (code)</b>	B6.3.4.1.1		
<b>Content standard (code)</b>	B6.3.4.1.		
<b>Performance Indicator</b>	Learners can assess the changes that the European presence brought to Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What was the effect	Discuss the activities the Europeans engaged in (trade, vocational training centres, health facilities, development of local alphabet, translation of the Bible).  Assessment: let learners mention activities the Europeans engaged in	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Myself	
<b>Indicator (code)</b>	B6.1.2.1. 1.		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can explain problems associated with adolescence		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about and list changes that occur during adolescence. Learners think-pair-share on challenges associated with adolescence  Assessment: Let learners explain problems associated with adolescence	What have we learnt today?  Ask learners to summarize the main points in the lesson

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<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners illustrate challenges facing adolescence using the Future’s Wheel e.g.</p> <ul style="list-style-type: none"> <li>i. engaging in sexual activity can result in</li> <li>ii. acquiring sexually transmitted infections (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> </ul> <p>Assessment: Let learners illustrate challenges facing adolescence using the Future’s Wheel</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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NANA FIFI ACQUAH SCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILLS AND MOVEMENT PATTERNS</b>		<b>Sub-strand : LOCOMOTOR SKILLS</b>	
<b>Indicator (code)</b>	B6.1.1.1.2		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can perform the differences in applying and receiving force when jumping for height and distance (high jump).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners after adequate warm up, they go through a vertical jumping approach. Learners use both arms efficiently to control balance as needed during approach run and take-off. Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).	What have we learnt today?  Use answers to summarise the lesson.

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	prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B6. 1.1.1.1		
<b>Content standard (code)</b>	B6. 1.1.1.		
<b>Performance Indicator</b>	Learners can describe the nature of God through His attributes		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Through questions and answers, let learners show how they can relate the attributes of God to their lives.</li> <li>• Guide learners to write essays on the attributes of God and present their works to class for discussion</li> </ul> Assessment: let learners write essays on how they can relate the attributes of God to their lives	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Introduction to computing		<b>Sub-strand :</b> INTRODUCTION TO MS-WINDOWS INTERFACE	
<b>Indicator (code)</b>	B6.1.2.1.1.	B6.1.2.1.2	B6.1.1.1.3 B6.1.2.1.4.
<b>Content standard (code)</b>	B6.1.2.1.	B6.1.2.1.	B6.1.1.1. B6.1.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can explore the use of the desktop Background, changing the themes, colours and User account. (e.g. classic, icons and Taskbar of the background)</li> <li>Learners can demonstrate the use of the Recycle Bin or Trash Can</li> <li>Learners can perform permanent delete or Empty Trash can and restoring files or icons in the recycle bin</li> <li>Learners can explore the use of Copy, Paste, Delete tools, the moving of folders by using the Desktop Pop-Up menu.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Laptop	
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite	Guide learners to use the desktop Background, change the themes, colours and the User account  Guide learners to use the recycle bin by deleting and viewing deleted files.	What have we learnt today?

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	familiar rhymes	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	Ask learners to summarize the main points in the lesson
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SUBJECT: CREATIVE ARTS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B6 2.1.1.1		
<b>Content standard (code)</b>	B6 2.1.1.		
<b>Performance Indicator</b>	Learners can explore and study performing artworks of some international performing artists and analyse how their compositions reflect the history and culture of some communities in the world		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy);	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>☑ discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, ‘Exodus’ by Bob Marley;</p> <p>☑ write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of artworks</li> <li>- Title of some works</li> <li>- Preferred compositions and performances</li> <li>- Contribution to the development of the performing arts industry</li> </ul> <p>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</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kutu, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy);</p> <p>☑ discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, ‘Exodus’ by Bob Marley;</p> <p>☑ write briefs about choice of artists using the following guidelines:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Country of origin</li> <li>- Training</li> <li>- Type of artworks</li> <li>- Title of some works</li> <li>- Preferred compositions and performances</li> <li>- Contribution to the development of the performing arts industry</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		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	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>			
<b>Day :</b>		<b>Date :</b>			
<b>Period :</b>		<b>Lesson :</b>			
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Poems Listening and Story Telling Dramatisation and Role Play			
<b>Indicator (code)</b>	B6.1.3.1.1.	B6.1.4.1.1	B6.1.4.1.2.	B6.1.5.1.1	B6.1.5.1.2
<b>Content standard (code)</b>	B6.1.3.1.	B6.1.4.1.	B6.1.4.1.	B6.1.5.1.	B6.1.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should explore poems correctly and recognise the key words and talk about their themes</li> <li>Learners should indicate the similarities and differences between folktales and stories.</li> <li>Learners should discuss the values or morals of folktales and of stories.</li> <li>Learners should tell a story of about eight to ten characters, and recognise the characters, setting, costumes and the stage</li> <li>Learners should perform a drama</li> </ul>				
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
<b>Keywords</b>					
<b>T. L .R. (s)</b>	Manila cards, markers, recorded audios visual				
<b>Ref:</b>	Ghanaian Language curriculum				
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections

	for learning)		
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Read the poem aloud and let learners read the poem in turns.</li> <li>• Call a learner to explore the poem with the correct stress and rhythm.</li> <li>• Let learners to explore poems in groups.</li> <li>• With the given copies of poems, allow learners to read through the poem and discuss it.</li> <li>• Lead learners to recognise the key words in the poem.</li> <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> <p>Assessment: let learners identify the key words and themes in poems.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Ask a learner to tell a folktale and another learner to tell a story.</li> <li>• Tell a folktale and a story.</li> <li>• Revise the lesson on the structure of a folktale and a story.</li> <li>• Let learners discuss the similarities between folktales 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> <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>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>Assessment: let learners mention the values or morals of folktales and stories.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Discuss a story line with learners.</li> <li>• Let a learner tell a story and lead learners 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>   <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> <p>Assessment: let learners perform a drama</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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# **TERM ONE**

## **BASIC SIX**

### **WEEK 3**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Story Telling B. Word Families C. Determiners D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B6.1.4.1.1. B6.2.3.1.1 B6. 3.2.1.1 B6.4.6.1.1. B6.5.2.1.1. B6.6.1.1.1.		
<b>Content standard (code)</b>	B6.1.4.1. B6.2.3.1. B6. 3.2.1. B6.4.6.1. B6.5.2.1. B6.6.1.1.		
<b>Performance Indicator</b>	A. Learners can make connections between texts or stories and personal experiences B. Learners can use common minimal pairs to decode words C. Learners can identify and use definite and indefinite articles D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features E. Learners can use the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession,		

	F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read						
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
<b>Keywords</b>							
<b>T. L .R. (s)</b> Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.							
<b>Ref:</b>	English Language curriculum Page						
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A.ORAL LANGUAGE</p> <p>Have the learners recall one or two stories read/heard.</p> <ul style="list-style-type: none"> <li>• Tell or read a story to learners.</li> <li>• Invite individuals to retell the story sequentially using story map/herringbone strategy.</li> <li>• Lead the class to discuss the story and guide them to relate the story to their personal experiences</li> </ul> <p>Assessment: let learners retell the story sequentially and relate the story to their personal experiences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>				
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Give examples of minimal pairs</p> <p>Using “think-pair-share”, let learners come up with more examples of minimal pairs.</p> <p>E.g.</p> <table border="1" data-bbox="453 1535 1105 1766"> <tr> <td>Two sounds difference</td> <td>One sound difference</td> </tr> <tr> <td>goat, coat, boat, wall, ball train, chain Bridge, fridge</td> <td>road, loan</td> </tr> </table> <p>Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time).</p>	Two sounds difference	One sound difference	goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Two sounds difference	One sound difference						
goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan						

		<p>Drill the pronunciation of the sounds. Have learners read several words having the spelling pattern. Let learners also read the words in context.</p> <p>Assessment: let learners use common minimal pairs to decode words</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <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> <p>Assessment: let learners write sentences and underline the articles.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>i. Process</li> <li>ii. Narrative</li> <li>iii. Descriptive</li> <li>iv. Persuasive</li> <li>v. Argumentative</li> <li>vi. Letter</li> <li>• Put learners into small groups and assign each group a mode of writing.</li> <li>• Have learners study the sample text.</li> <li>• Guide them through appropriate questions to identify the: <ul style="list-style-type: none"> <li>i. Mode of writing/types of essay</li> <li>ii. Purpose</li> <li>iii. Audience</li> </ul> </li> <li>• Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece.</li> <li>iv. Encourage learners to use search engines to search for the different modes of writing they have studied.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		Assessment: let learners choose one of the modes of writing, to write on	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b></p> <ul style="list-style-type: none"> <li>• Revise punctuations with learners.</li> </ul> <p>– Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>e.g. 1. Kofi, my friend, will help me do my homework 2. I like football," said Ama. 3. This is girls' work. 4. Mary: Kofi, do you like my pen? Kofi: Yes, I do.</p> <ul style="list-style-type: none"> <li>• Write a text on the board, leaving out the punctuation marks.</li> <li>• Have the whole class punctuate it.</li> <li>• 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.</li> </ul> <p>Assessment: let learners punctuate unpunctuated texts using appropriate punctuation marks where they have been omitted.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p><b><u>E.EXTENSIVE READING</u></b></p> <ul style="list-style-type: none"> <li>• Lead discussion on the importance of reading widely.</li> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-</p>	<p>Have learners to tell what they read to the whole class</p>

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		page critical commentary based on a set of criteria, on each book read	
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SUBJECT: MATHEMATICS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B6.1.1.1.4		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Sing songs like:	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 than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use	Review the lesson with Learners

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	I'm counting one, what is one	<p>symbols such as "<math>&lt;</math>", "<math>=</math>", "<math>&gt;</math>" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. <math>100200=100200, 2746794&gt;2646796</math></p> <p>Assessment: have learners to practice with more examples</p>	
Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone,</p>	<p>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 than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<math>&lt;</math>", "<math>=</math>", "<math>&gt;</math>" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. <math>100200=100200, 2746794&gt;2646796</math></p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Wednesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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,</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p>	<p>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,</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Friday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>.</p>	<p>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.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : DIVERSITY OF MATTER</b>		<b>Sub-strand : MATERIALS</b>	
<b>Indicator (code)</b>	B6.1.2.1.1		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can know the general properties of metals such as lustre, malleability, conductivity and ductility		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc. <ul style="list-style-type: none"> <li>Learners classify the various materials as metals or non-metals based on the following properties: lustre, malleability, conductivity and ductility.</li> <li>Learners give reasons for their classification.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<ul style="list-style-type: none"> <li>• Relate the lesson to everyday activities that involve the use of metals.</li> <li>• 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.</li> </ul> <p>Assessment: let learners explain following properties of metals: lustre, malleability, conductivity and ductility</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners design and make simple machines with metals.</p> <p>Assessment: let learners design and make simple machines with metals.</p>	<p>What have we learnt today?</p> <p>task learners to investigate the relative size of the sun in relation to its function in the solar system for the next lesson</p>

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SUBJECT: HISTORY

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Europeans in Ghana		<b>Sub-strand :</b> Impact of European Presence	
<b>Indicator (code)</b>	B6.3.4.1.1		
<b>Content standard (code)</b>	B6.3.4.1.		
<b>Performance Indicator</b>	Learners can assess the changes that the European presence brought to Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  What negative effects did European presence have on Ghanaians?	Debate the impacts of European presence on Ghana  Assessment: let learners write about the impacts of European presence on Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes  What negative effects did European presence have on Ghanaians?	Debate the impacts of European presence on Ghana  Assessment: let learners write about the impacts of European presence on Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson
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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> Myself	
<b>Indicator (code)</b>	B6.1.2.1.2.		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can explain how to manage the problems that occur during adolescence.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. i. counselling from a responsible adult ii. discussing problems with peers and siblings iii. dressing in a modest way to avoid enticing the iv. opposite sex	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>v. being assertive (self-confidence to say 'NO' to premarital</p> <p>Groups to present reports for class discussion</p> <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g.</p> <p>vi. sex and other actions which may destroy your future plans)</p> <p>viii. respecting the sexual rights of others</p> <p>ix. not forcing to have sex with pupils, etc.</p> <p>Groups to present reports for class discussion</p> <p>Assessment: Let learners explain how to manage the problems that occur during adolescence.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILLS AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B6.1.2.1.1		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can roll ball using a stick in a game situation (hockey).		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After a warm-up, learners practice how to: i. hold or handle a hockey stick. ii. role the ball from place to place at learners' pace. iii. play a mini hockey game in groups using rolling skill. iv. Learners cool down to end the lesson.	What have we learnt today?  Use answers to summarise the lesson.

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	performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B6.1.2.1.1		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can explain how humankind and the environment interrelate.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives.</li> <li>• Let learners mention things around us that were created by God:                             <ul style="list-style-type: none"> <li>- air , water, land, plants, animals, etc.</li> </ul> </li> <li>• Guide learners to discuss the interrelationship among God’s creatures:                             <ul style="list-style-type: none"> <li>- Humankind and animals depend on plants for air, food, medicine, shelter, etc.</li> </ul> </li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<ul style="list-style-type: none"><li>- Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.).</li><li>- Some animals depend on other animals for food (carnivores) and shelter (parasites).</li></ul> <p>Assessment: let learners give examples of the interrelationship among God's creatures:</p>	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: COMPUTING

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Introduction to computing		<b>Sub-strand :</b> DATA, SOURCES AND USAGE	
<b>Indicator (code)</b>	B6.1.3.1.1.	B6.1.3.1.2	B6.1.3.1.3 B6.1.3.1.4
<b>Content standard (code)</b>	B6.1.3.1..	B6.1.3.1.	B6.1.3.1. B6.1.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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> <li>• Learners can demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.</li> <li>• Learners can demonstrate basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations etc.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Laptop			
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify and record data in the different forms  Guide learners to discuss where one can get data and information	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Guide learners to mention or talk about where one can receive or send Information</p> <p>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.</p> <p>Learners can also be guided to generate age data from dates of birth</p> <p>Assessment: Let learners describe how to do basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations</p>	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: CREATIVE ARTS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B6 1.2.2.1		
<b>Content standard (code)</b>	B6 1.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available visual arts media and methods to create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ critically examine the works of some international artists; ☑ make similar works of the international artists studied using available materials and tools from the local environment. e.g. - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting;	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<ul style="list-style-type: none"> <li>- straw, yarn, paper etc. for weaving;</li> <li>- odds and ends for constructing and assembling;</li> <li>- brushes and paint for painting;</li> </ul> <p>☑ discuss, compare and share their experiences through jury and peer review.</p> <p>Assessment: let learners create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <ul style="list-style-type: none"> <li>☑ critically examine the works of some international artists;</li> <li>☑ make similar works of the international artists studied using available materials and tools from the local environment. e.g.                             <ul style="list-style-type: none"> <li>- craft tools for perforating, shaping and punching;</li> <li>- folding and shaping paper to make origami and quilling;</li> <li>- spatula and scooping tools for modelling;</li> <li>- needle for sewing, etc.</li> </ul> </li> <li>☑ discuss, compare and share their experiences through jury and peer review.</li> </ul> <p>Assessment: let learners create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> Phonics: Letter Sound Knowledge	
<b>Indicator (code)</b>	B6.2.4.1.1.	B6.2.4.1.2	B6.2.4.1.3.
<b>Content standard (code)</b>	B6.2.4.1.	B6.2.4.1.	B6.2.4.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should read and recognise words with diagraphs in sentences and paragraphs</li> <li>• Learners should blend three or more syllables to form words and read them.</li> <li>• Learners should recognise and say consonant clusters in passages.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite	<ul style="list-style-type: none"> <li>• Revise the alphabet sounds briefly with learners.</li> <li>• Ask learners to mention some words and write them on the board.</li> </ul>	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Group the words into two, those consisting of diagraphs and those without diagraphs.</li> <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> <p>Assessment: let learners read and identify words with diagraphs in sentences and paragraphs</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise the lesson on 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 words and read them out aloud</li> </ul> <p>Assessment: let learners blend three or more syllables to form words and read them.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask learners to mention 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 consonant clusters</li> </ul> <p>Assessment: let learners identify and say consonant clusters in passages</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM ONE**  
**BASIC SIX**  
**WEEK 4**

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading		<b>Sub-strand :</b> A. Dramatisation and Role Play B. Diphthongs C. Determiners D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	B6.1.5.1.1. B6.2.3.1.1 B6.3.2. 1.2. B6.4.6.1.2 B6.5.2.1.1 B6.6.1.1.1.		
<b>Content standard (code)</b>	B6.1.5.1. . B6.2.3.1. B6.3.2. 1.. B6.4.6.1. B6.5.2.1. B6.6.1.1.		
<b>Performance Indicator</b>	A. Learners can dramatise/role-play whole/parts of stories/scenes, events B. Learners can use words with centering diphthongs ( e.g. / iə, eə, ʊə ) to make meaningful sentences C. Learners can identify and use quantifiers: ordinal first, second etc., Some, few/little etc., No/both, all each/every, Another, other, Fewer, less, etc. D. Learners can use key words, phrases or clauses to introduce the main idea in the paragraph. E. Learners can the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession, F. Learners can read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read		

<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
<b>Ref:</b>	English Language curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p><b>A.ORAL LANGUAGE</b></p> <ul style="list-style-type: none"> <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> </ul> <p>Ensure the role-play/dramatisation depicts selected theme.</p> <ul style="list-style-type: none"> <li>• Ensure appropriate vocabulary use as well as correct pronunciation.</li> </ul> <p>Assessment: let learners dramatise/role-play whole/parts of stories/scenes, events</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• In a discussion have learners talk about diphthongs.</li> <li>• Give several examples and elicit examples from them.</li> </ul> <p>/iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure</p> <ul style="list-style-type: none"> <li>• Have learners use words with diphthongs in meaningful sentences.</li> </ul> <p>Assessment: let learners use words with diphthongs in meaningful sentences.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Revise nouns and articles briefly.</li> <li>• Introduce quantifiers in context.</li> </ul> <p>Learners listen to or read a text having several quantifiers.</p> <ul style="list-style-type: none"> <li>• Learners identify the nouns and the words that go with them (quantifiers).</li> <li>• Elicit examples from learners.</li> <li>• In pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers. Role(s) are reversed</li> </ul> <p>Assessment: let learners in pairs, one says a sentence containing a qualifier/quantifier and the other identifies the quantifiers.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Display a Model Paragraph.</li> <li>• Put learners into groups to read the paragraph and identify what the passage is about or the main idea.</li> <li>• Have them identify the sentence that contains the main idea.</li> <li>• Let the group identify the supporting ideas and what each sentence says about the main idea.</li> <li>• Ask each group choose a given topic and write five sentences about the topic.</li> </ul> <p>Assessment: let learners read a paragraph and identify what the passage is about and identify the sentence that contains the main idea.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>E.WRITING CONVENTION AND GRAMMAR USAGE</p> <ul style="list-style-type: none"> <li>• Revise punctuations with learners.</li> </ul> <p>– Give out samples of relevant texts to groups of learners to identify the punctuation marks used.</p> <p>e.g. 1. Kofi, my friend, will help me do my homework          2. I like football," said Ama.          3. This is girls' work.          4. Mary: Kofi, do you like my pen?          Kofi: Yes, I do.</p> <ul style="list-style-type: none"> <li>• Write a text on the board, leaving out the punctuation marks.</li> <li>• Have the whole class punctuate it.</li> <li>• Have them study unpunctuated texts individually for a few minutes and then re-write the texts using</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>appropriate punctuation marks where they have been omitted.</p> <p>Assessment: let learners study unpunctuated texts and then re-write the texts using appropriate punctuation marks where they have been omitted</p>	
Friday	<p>Guide learners to choose and read books during the library period</p>	<p><u>E.EXTENSIVE READING</u></p> <ul style="list-style-type: none"> <li>• Lead discussion on the importance of reading widely.</li> <li>• Have learners read books of their choice independently during the library period.</li> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback.</li> <li>• Encourage them to visit the local library to read and borrow books.</li> <li>• Encourage them to share whatever they read with their mates</li> </ul> <p>Assessment: let learners read and critique a variety of age- and level appropriate books and present a one-page critical commentary based on a set of criteria, on each book read</p>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: MATHEMATICS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Number		<b>Sub-strand :</b> Counting, Representation, Cardinality & Ordinality	
<b>Indicator (code)</b>	B6.1.1.1.5		
<b>Content standard (code)</b>	B6.1.1.1.		
<b>Performance Indicator</b>	Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>			
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners round off numbers to the nearest 100,000, 10,000 and 1000. For instance; 129,500 is	Review the lesson with Learners

	I'm counting one, what is one	approximately 130,000 and 19100 as approximately 19,000  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.	Learners round up and round down to estimate sums and differences. To round down learners consider the smaller of the two approximated numbers, while round up considers the bigger of the two numbers. The table below may bring the meaning of these two concepts clearer  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><b>214765</b></th> <th>Round up</th> <th>Round down</th> <th>Round off</th> </tr> </thead> <tbody> <tr> <td>to the nearest ten</td> <td>214770</td> <td>214760</td> <td>214970</td> </tr> <tr> <td>to the nearest hundred</td> <td>214800</td> <td>214700</td> <td>214800</td> </tr> <tr> <td>to the nearest thousand</td> <td>215000</td> <td>214000</td> <td>215000</td> </tr> </tbody> </table> Assessment: have learners to practice with more examples	<b>214765</b>	Round up	Round down	Round off	to the nearest ten	214770	214760	214970	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	Review the lesson with Learners
<b>214765</b>	Round up	Round down	Round off																
to the nearest ten	214770	214760	214970																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
Wednesday	Sing songs like:  I'm counting one, what is one	Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and 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																
Thursday	Sing songs like:  I'm counting one, what is one.	Ask learners to work together to round up and round down to estimate sums and differences.  Assessment: have learners to practice with more examples	Review the lesson with Learners																

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

SUBJECT: SCIENCE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B6.2.1.1.1		
<b>Content standard (code)</b>	B6.2.1.1.		
<b>Performance Indicator</b>	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.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system.  Each group presents a report in class for discussion  Assessment: let learners describe the relative size of the sun in relation to its function in the solar system	What have we learnt today?  Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners answer the following questions: (1) Which is bigger, the sun or the earth? (2) Which of the two bodies move, the sun or the earth?</li> <li>• Evaluate learners by asking: “If the earth was bigger than the sun, how would that affect the length of day and night?”</li> </ul> <p>Assessment: let learners describe the importance of the sun</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: HISTORY

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Colonisation and Developments under Colonial Rule in Ghana		<b>Sub-strand :</b> Political Developments Under Colonial Rule	
<b>Indicator (code)</b>	B6.4.4.1.1		
<b>Content standard (code)</b>	B6.4.4.1.		
<b>Performance Indicator</b>	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Explain the concepts of 'direct' and 'indirect' rule.  Discuss the features of 'direct' and 'indirect' rule.  Assessment: let learners mention the features of 'direct' and 'indirect' rule	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> ALL ABOUT US		<b>Sub-strand :</b> My Family and the Community	
<b>Indicator (code)</b>	B6.1.3.1.1.		
<b>Content standard (code)</b>	B6.1.3.1.		
<b>Performance Indicator</b>	Learners can explain the need for cordial relationships among family members		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups, discuss attitudes and behaviours of a responsible family member: i. taking part in family activities responsibly ii. obedience to elders of the family iii. respect for family members iv. accepting responsibility (performing assigned duties) v. taking initiatives vi. helping needy relatives	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Learners discuss the importance of being committed to the family:</p> <ul style="list-style-type: none"> <li>i. to promote unity</li> <li>ii. to gain respect</li> <li>iii. to be considered a trustworthy person</li> <li>iv. to uplift family image etc</li> </ul> <p>Assessment: Let learners explain the need for cordial relationships among family members</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies</p> <p>Assessment: Let learners mention the importance of being committed to the family</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : MOTOR SKILLS AND MOVEMENT PATTERNS</b>		<b>Sub-strand : MANIPULATIVE SKILLS</b>	
<b>Indicator (code)</b>	B6.1.2.1.2		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can perform simple small stunts while shifting base of support from one part of the body to the other.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through warm ups to make the body flexible for performance. i. Learners move into simple steps in a rhythm over a rotatory rope performed by two peers at a spot. As they jump, the rope is withdrawn from their feet. ii. Learners hop over obstacles and land with the other foot while in motion. iii. Learners practices using different strategies at their own pace and ability.	What have we learnt today?  Use answers to summarise the lesson.

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	performance and to prevent injuries		
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> God, His Creation and Attributes		<b>Sub-strand :</b> The Environment	
<b>Indicator (code)</b>	B6.1.2.1.1		
<b>Content standard (code)</b>	B6.1.2.1.		
<b>Performance Indicator</b>	Learners can explain how humankind and the environment interrelate.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Through group discussions, let learners demonstrate ways humankind should relate with the environment.</li> <li>• Let learners, in groups, discuss the importance of the environment to humankind.</li> <li>• Ask learners to write about their findings and present to class for discussion:                             <ul style="list-style-type: none"> <li>- our survival depends on the environment,</li> <li>- leaves and trees provide us with oxygen, food and medicine, etc.</li> </ul> </li> </ul>	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners mention the importance of the environment to humankind.	
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SUBJECT: COMPUTING

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Introduction to computing		<b>Sub-strand :</b> Technology in the community	
<b>Indicator (code)</b>	B6.1.4.1.1. B6.1.4.1.2.		
<b>Content standard (code)</b>	B6.1.4.1. B6.1.4.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can define communication</li> <li>• Learners can identify three more technological tools for communication in the community.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Laptop		
<b>Ref:</b>	Computing curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Put learners into groups to discuss communication and present findings to the class  Guide learners to mention and describe the importance of technology in communication.  Assessment: Let learners identify three more technological tools for communication in the community	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Performing Arts		<b>Sub-strand :</b> Planning, Making and Composing	
<b>Indicator (code)</b>	B6 2.2.2.1		
<b>Content standard (code)</b>	B6 2.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ critically examine the compositions and performances of some international artists; ☑ make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Song by Bob Marley	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>- Film by Eddie Murphy</p> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ critically examine the compositions and performances of some international artists;</p> <p>☑ make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example:</p> <ul style="list-style-type: none"> <li>- Song by Bob Marley</li> <li>- Film by Eddie Murphy</li> </ul> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: GHANAIAI LANGUAGE

CLASS: SIX

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Reading		<b>Sub-strand :</b> vocabulary (Sight and content vocabulary)	
<b>Indicator (code)</b>	B6.2.5.1.1	B6.2.5.1.2	
<b>Content standard (code)</b>	B6.2.5.1.	B6.2.5.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should read dialogues aloud with correct pronunciation and tone.</li> <li>• Learners should read long text/passages aloud with correct pronunciation and tone.</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Manila cards, markers, recorded audios visual			
<b>Ref:</b> Ghanaian Language curriculum			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Do a sample reading for learners to hear.</li> <li>• In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations.</li> </ul> Assessment: let learners read dialogues aloud with correct pronunciation and tone.	What have we learnt today?  Review the lesson with learners

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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.</li> <li>• Select some of the unfamiliar words in the passage with the help of the learners.</li> <li>• Pronounce the words with the correct tone aloud for learners to repeat.</li> <li>• Help learners read passages aloud with correct pronunciation and tone in their groups.</li> </ul> <p>Assessment: let learners read long text/passages aloud with correct pronunciation and tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Do a sample reading of a passage about diseases, drought, weather, etc. for learners to listen.</li> <li>• Select some of the unfamiliar words in the passage with the help of the learners.</li> <li>• Pronounce the words with the correct tone aloud for learners to repeat.</li> <li>• Help learners read passages aloud with correct pronunciation and tone in their groups.</li> </ul> <p>Assessment: let learners read long text/passages aloud with correct pronunciation and tone.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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