

**THE GODFATHER**  
**TERM ONE**  
**T3 B4 8 WEEKS, T1 B5 4 WEEKS FOR BASIC FIVE**  
**ANNUAL SCHEME OF LEARNING**  
**TERMLY SCHEME OF LEARNING**  
**WEEK 1 - 12**

NANA FIFI ACQUAH SCHOOL

WHATSAPP 0245350591

**TERM ONE  
BASIC FIVE  
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 CAPITALISATION	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 POEMS	SONGS	POEMS
	PHONICS	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND HANDWRITING	PARAGRAPH DEVELOPMENT
	USING CAPITALISATION	USING CAPITALISATION	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	STORY TELLING	POEMS	DRAMATIZATION AND ROLE PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS AND COMMON DIGRAPHS	COMPREHENSION
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	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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4	DRAMATIZATION AND ROLE PLAY	STORY TELLING	CONVERSATION
	DIPHTHONGS	BLENDS AND CONSONANT CLUSTERS	COMPREHENSION
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	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		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE PLAY	BLENDS AND CONSONANT CLUSTERS	SILENT READING
	BLENDS AND CONSONANT CLUSTERS	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
6	BUILDING THE LOVE AND CULTURE OF READING	CONVERSATION - TALKING ABOUT ONESELF, FAMILY, PEOPLE, CUSTOMS, SOCIAL/CULTURAL VALUES AND MANNERS	LISTENING COMPREHENSION
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS

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	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
7	BUILDING THE LOVE AND CULTURE OF READING	LISTENING COMPREHENSION	PRESENTATION
	LISTENING COMPREHENSION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
8	BUILDING THE LOVE AND CULTURE OF READING	ASKING AND ANSWERING QUESTIONS/ QUESTION TAGS	PRESENTATION
	LISTENING COMPREHENSION	COMPREHENSION	SUMMARISING
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS- ADJECTIVES	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
9	BUILDING THE LOVE AND CULTURE OF READING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS/DIRECTIONS AND MAKING AND RESPONDING TO REQUESTS	PRESENTATION

	ASKING AND ANSWERING QUESTIONS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
10	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	GIVING AND FOLLOWING COMMANDS	COMPREHENSION	SUMMARISING
	LISTENING COMPREHENSION	ADVERBS	MODALS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
11	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING

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	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING
12	BUILDING THE LOVE AND CULTURE OF READING	PRESENTATION	PRESENTATION
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING COMPREHENSION	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	VERBS	PERSUASIVE/ARGUMENTATIVE WRITING	LETTER WRITING
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING
	USING ACTION WORDS	BUILDING THE LOVE AND CULTURE OF READING	BUILDING THE LOVE AND CULTURE OF READING

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## YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	MATERIALS
2	LIVING AND NON-LIVING THINGS	LIVING AND NON-LIVING THINGS	EARTH SCIENCE
3	MATERIALS	MATERIALS	EARTH SCIENCE
4	EARTH SCIENCE	EARTH SCIENCE	SOURCES AND FORMS OF ENERGY
5	EARTH SCIENCE	EARTH SCIENCE	PERSONAL HYGIENE AND SANITATION
6	EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	PERSONAL HYGIENE AND SANITATION
7	LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF ENERGY	DISEASES
8	THE HUMAN BODY SYSTEMS	SOURCES AND FORMS OF ENERGY	DISEASES
9	THE SOLAR SYSTEM	ELECTRICITY AND ELECTRONICS	SCIENCE AND INDUSTRY
10	ECOSYSTEM	FORCES AND MOVEMENT	CLIMATE CHANGE
11	SOURCES AND FORMS OF ENERGY	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
12	SOURCES AND FORMS OF ENERGY	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	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE COMMUNITY	MY FAMILY AND THE COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE WEATHER	THE ENVIRONMENT AND THE WEATHER
4	MY FAMILY AND THE COMMUNITY	FESTIVALS	BEING A CITIZEN
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE WEATHER	BEING A LEADER	AUTHORITY AND POWER
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND MARKS	BEING A CITIZEN	OUR NEIGHBOURING COUNTRIES
9	POPULATION AND SETTLEMENT	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF RESOURCES	OUR NEIGHBOURING COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF RESOURCES	OUR NEIGHBOURING COUNTRIES

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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 (COMMUNICATION)  INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)  INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)
5	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.

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	INTRODUCTION TO WORD PROCESSING (TABS AND RIBBONS OF WORD PROCESSING)		
6	INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING.	INTRODUCTION TO ELECTRONIC SPREADSHEET(TABS AND RIBBONS MANIPULATION)  NETWORK OVERVIEW	INTRODUCTION TO ELECTRONIC SPREADSHEET  NETWORK OVERVIEW
7	INTRODUCTION TO ELECTRONIC SPREADSHEET  NETWORK OVERVIEW	WEB BROWSERS AND WEB PAGES	WEB BROWSERS AND WEB PAGES
8	WEB BROWSERS AND WEB PAGES	SURFING THE WORLD WIDE WEB  FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS	SURFING THE WORLD WIDE WEB  FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS
9	SURFING THE WORLD WIDE WEB	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
10	FAVOURITE PLACES AND SEARCH ENGINE  USING ONLINE FORMS	ELECTRONIC EMAIL	ELECTRONIC EMAIL  INTERNET OF THINGS (IOT)
11	CUSTOMISING YOUR BROWSER	INTERNET OF THINGS (IOT)	DIGITAL LITERACY
12	ELECTRONIC EMAIL	DIGITAL LITERACY	HEALTH AND SAFETY IN USING ICT TOOLS

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## MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	ALGEBRAIC EXPRESSIONS
2	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	LINES AND SHAPES. MEASUREMENT -PERIMETER, AREA, CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
4	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT
5	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	MEASUREMENT - ANGLES
6	COUNTING, REPRESENTATION & CARDINALITY	FRACTIONS	GEOMETRIC REASONING
7	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
8	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	INTERPRETATION AND ANALYSIS DATA COLLECTION, ORGANISATION, PRESENTATION,
9	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
10	COUNTING, REPRESENTATION & CARDINALITY	PATTERNS AND RELATIONSHIPS	CHANCE (PROBABILITY)
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (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	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
2	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
3	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
4	GOD THE CREATOR	RELIGIOUS WORSHIP IN THE THREE MAJOR RELIGIONS IN GHANA	THE FAMILY AND COMMITMENT
5	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
6	GOD THE CREATOR	RELIGIOUS FESTIVALS IN THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
7	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
8	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	AUTHORITY AND OBEDIENCE
9	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
10	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
11	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	ROLES, RELATIONSHIPS IN THE FAMILY AND CHARACTER FORMATION
12	THE ENVIRONMENT	MINISTRY OF THE LEADERS OF THE THREE MAJOR RELIGIONS IN GHANA	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	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
2	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
3	THE PEOPLE OF GHANA	SOCIAL DEVELOPMENT	EARLY PROTEST MOVEMENTS
4	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	EARLY PROTEST MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND AFTER
7	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
8	SOME SELECTED INDIVIDUALS	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
9	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
10	INTERNATIONAL TRADE INCLUDING THE SLAVE TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
11	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER
12	COLONISATION AND DEVELOPMENTS UNDER COLONIAL RULE IN GHANA	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND AFTER

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**YEARLY SCHEME OF LEARNING**

## CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THINKING AND EXPLORING (VISUAL ARTS)	THINKING AND EXPLORING (VISUAL ARTS)	THINKING AND EXPLORING (VISUAL ARTS)
2	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)	THINKING AND EXPLORING (PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS (VISUAL ARTS)	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)
4	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)
5	PLANNING, MAKING AND COMPOSING (VISUAL ARTS)	DISPLAYING AND SHARING (VISUAL ARTS)	DISPLAYING AND SHARING (VISUAL ARTS)
6	PLANNING, MAKING AND COMPOSING (PERFORMING ARTS)	DISPLAY AND SHARING (PERFORMING ARTS)	DISPLAY AND SHARING (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)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
9	DISPLAYING AND SHARING / APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)	APPRECIATING AND APPRAISING (VISUAL ARTS)



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10	DISPLAYING AND SHARING / APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)	APPRECIATING AND APPRAISING (PERFORMING ARTS)
11	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)	DISPLAY AND SHARING SCHOOL-BASED PROJECT (VISUAL AND PERFORMING ARTS)
12	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)	APPRECIATING AND APPRAISING (VISUAL AND PERFORMING ARTS)

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**YEARLY SCHEME OF LEARNING**

## GHANAIAN LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	SONGS  POEMS	CONVERSATION	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS
2	LISTENING AND STORY TELLING  DRAMATISATION AND ROLE PLAY	TALKING ABOUT ONESELF, FAMILY,  PEOPLE AND PLACES / ASKING AND ANSWERING	GIVING AND FOLLOWING COMMANDS/ INSTRUCTIONS
3	PHONICS: LETTER SOUND KNOWLEDGE	VOCABULARY (SIGHT AND CONTENT VOCABULARY) / COMPREHENSION	FLUENCY
4	PHONICS: LETTER SOUND KNOWLEDGE  VOCABULARY (SIGHT AND CONTENT VOCABULARY)	SILENT READING	SUMMARISING
5	PENMANSHIP/HANDWRITING	PENMANSHIP/ HANDWRITING	PENMANSHIP/ HANDWRITING
6	NARRATIVE WRITING	DESCRIPTIVE WRITING / PERSUASIVE WRITING	LITERARY WRITING
7	CREATIVE/ FREE WRITING	PERSUASIVE WRITING / ARGUMENTATIVE WRITING	LETTER WRITING
8	DESCRIPTIVE WRITING	ARGUMENTATIVE WRITING	LETTER WRITING

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9	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (CAPITALIZATION)	GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS) & (USE OF QUALIFYING WORDS)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF SIMPLE AND COMPOUND SENTENCES)
10	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (PUNCTUATION)  INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF ACTION WORDS)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (USE OF POSTPOSITIONS) & (USE OF SIMPLE AND COMPOUND SENTENCES)	INTEGRATING GRAMMAR IN WRITTEN LANGUAGE (SPELLING) (CONJUNCTIONS)
11	BUILDING THE LOVE AND CULTURE OF READING IN LEARNERS	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM
12	READ ALOUD WITH CHILDREN	READING TEXTS, POEMS, NARRATIVES AND SHORT STORIES	READING TEXTS, POEMS, NARRATIVE, AND SHORT STORIES AND RESPOND TO THEM

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## YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	ENDURANCE
2	LOCOMOTOR SKILLS	RHYTHMIC SKILLS	FLEXIBILITY
3	MANIPULATIVE SKILLS	RHYTHMIC SKILLS	BODY COMPOSITION
4	MANIPULATIVE SKILLS	SPACE AWARENESS	FITNESS PROGRAMME,
5	MANIPULATIVE SKILLS	DYNAMICS	FITNESS PROGRAMME,
6	MANIPULATIVE SKILLS	RELATIONS	HEALTHY DIET
7	MANIPULATIVE SKILLS	BODY MANAGEMENT	SAFETY AND INJURIES
8	MANIPULATIVE SKILLS	STRATEGIES	SAFETY AND INJURIES,
9	MANIPULATIVE SKILLS	BODY MANAGEMENT	SELF-RESPONSIBILITY
10	MANIPULATIVE SKILLS	STRATEGIES	SOCIAL INTERACTION
11	MANIPULATIVE SKILLS	AEROBIC	GROUP DYNAMICS
12	MANIPULATIVE SKILLS	STRENGTH	CRITICAL THINKING

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 ENGLISH LANGUAGE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.2	Word cards sentence cards, class library
	Grammar Usage At Word	Verbs	B4.3.5.1..	B4.3.5.1.6.	
	Writing	Argumentative /Persuasive Writing	B4.4.13.2.	B4.4.13.2.2	
	Using Writing Conventions	Conjunctions	B4.5.8.1.1.	B4.5.8.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.1	B6.6.1.1.1.	
2	Oral Language	Giving and Following Commands	B4.1.9.1.	B4.1.9.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.3.	
	Grammar Usage At Word	Verbs	B4.3.5.1.	B4.3.5.1.7	
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2	B4.4.13.2.3	
	Using Writing Conventions	Conjunctions	B4.5.8.1..	B4.5.8.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1..	B6.6.1.1.1.	
3	Oral Language	Presentation	B4.1.10.1 B4.1.10.1.	B4.1.10.1.1 B4.1.10.1.2.	Word cards sentence cards, class library
	Reading	Comprehension	B4.2.7.3.	B4.2.7.3.1	
	Grammar Usage At Word	Adverbs	B4.3.6.1..	B4.3.6.1.1.	
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2	B4.4.13.2.4	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1..	B4.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1..	B6.6.1.1.1.	
4	Oral Language	Presentation	B4.1.10.2. B4.1.10.2.	B4.1.10.2.1 B4.1.10.2.2	Word cards sentence cards, class library
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.1.	
	Grammar Usage At Word	Adverbs	B4.3.6.1.	B4.3.6.1.2	
	Writing	Argumentative/ Persuasive Writing	B4.4.13.2.	B4.4.13.2.4	

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	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1..	B4.5.9.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1..	B6.6.1.1.1.	
5	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.1	Word cards sentence cards, class library
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.2.	
	Grammar Usage At Word	Idiomatic Expressions	B4.3.7.1.	B4.3.7.1.1	
	Writing	Expository/Informative Writing	B4.4.14.1..	B4.4.14.1.1.	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1..	B4.5.9.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1..	B6.6.1.1.1.	
6	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.2	Word cards sentence cards, class library
	Reading	Silent Reading	B4.2.8.1..	B4.2.8.1.3.	
	Grammar Usage At Word	Conjunctions	B4.3.8.1.	B4.3.8.1.1	
	Writing	Expository/Informative Writing	B4.4.14.1..	B4.4.14.1.1.	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B4.5.9.1..	B4.5.9.1.2.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.1.	B6.6.1.1.1.	
7	Oral Language	Presentation	B4.1.10.3..	B4.1.10.3.3.	Word cards sentence cards, class library
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.1	
	Grammar Usage At Word	Modals	B4.3.9.1..	B4.3.9.1.1.	
	Writing	Expository/Informative Writing	B4.4.14.2.	B4.4.14.2.1.	
	Using Writing Conventions	Spelling	B4.5.10.1.	B4.5.10.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.1	B6.6.1.1.1.	
8	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.4	Word cards sentence cards, class library
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.2	
	Grammar Usage At Word	Prepositions	B4.3.10.1	B4.3.10.1.1	
	Writing	Expository/Informative Writing	B4.4.14.2..	B4.4.14.2.1.	
	Using Writing Conventions	Spelling	B4.5.10.1..	B4.5.10.1.1.	
	Extensive Reading	Building The Love And Culture Of Reading	B6.6.1.1.	B6.6.1.1.1.	
1	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards

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2	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	sentence cards, class library
	Writing	Penmanship and Handwriting	B5.4.2.1..	B5.4.2.1.1.	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
	Oral Language	Songs Poems	B5.1.1.1. B5.1.3.1.	B5.1.1.1.1 B5.1.3.1.1	
3	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.1	
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.1	
	Using Writing Conventions	Using Capitalisation	B5.5.1.1..	B5.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
	Oral Language	STORY TELLING	B5.1.4.1..	B5.1.4.1.1.	
4	Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B5.3.1.1.	B5.3.1.1.2	
	Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
	Using Writing Conventions	Using Punctuation	B5.5.2.1	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1..	B5.6.1.1.1.	
	Oral Language	Dramatization and Role Play	B5.1.5.1..	B5.1.5.1.1.	
1	Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Determiners	B5.3.2.1.	B5.3.2.1.1	
	Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.2	
	Using Writing Conventions	Using Punctuation	B5.5.2.1.	B5.5.2.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS Term 2	RESOURCES
1	Visual Arts	Thinking and Exploring Ideas	B4. 1.1.1.	B4. 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 Ideas	B4. 2.1.1.	B4. 2.1.1.5	-do-
3	Visual Arts	Planning, Making and Composing	B4 1.2.2.	B4 1.2.2.3	-do-
4	Performing Arts	Planning, Making and Composing	B4 2.2.2.	B4 2.2.2.3.	-do-
5	Visual Arts	Displaying and Sharing	B4 1.3.4.	B4 1.3.4.3	-do-
6	Performing Arts	Displaying and Sharing	B4 2.3.4.	B4 2.3.4.3	-do-
7	Visual Arts	Appreciating and Appraising	B4 1.4.6.	B4 1.4.6.3	-do-
8	Performing Arts	Appreciating and Appraising	B4 2.4.6.	B4 2.4.6.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B5 1.1.1.	B5 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	B5 2.1.1.	B5 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B5 1.2.2.	B5 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B5.2.2.2.	B5.2.2.2.1	-do-

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**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B4 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Algebra	Unknowns, Expressions and Equations	B4.2.2.2. B4.2.2.2.	B4.2.2.2.5 B4.2.2.2.6	Counters, bundle and loose straws, Paper strips, Cut out cards
2	GEOMETRY AND MEASUREMENT	2D and 3D Shapes	B4.2.2.2. B4.3.1.1. B4.3.1.1.	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
3	GEOMETRY AND MEASUREMENT	Position / Transformation	B4.3.2.1. B4.3.3.1.	B4.3.2.1.1 B4.3.3.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
4	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.1. B4.3.3.1. B4.3.3.1.	B4.3.3.1.2 B4.3.3.1.3 B4.3.3.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
5	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.2.	B4.3.3.2.1 B4.3.3.2.2 B4.3.3.2.3	Counters, bundle and loose straws, Paper strips, Cut out cards
6	GEOMETRY AND MEASUREMENT	Measurement- (Perimeter and Area)	B4.3.3.2. B4.3.3.2. B4.3.3.3.	B4.3.3.2.4 B4.3.3.2.5 B4.3.3.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
7	GEOMETRY AND MEASUREMENT	Measurement -Time	B4.3.3.3. B4.3.3.3.	B4.3.3.3.2 B4.3.3.3.3	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Data	Data Collection, Organization, Presentation, Interpretation and Analysis	B4.4.1.1 B4.4.1.1.	B4.4.1.1.1 B4.4.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
1	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.3 B5.1.1.1.4	Counters, bundle and loose straws,

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					Paper strips, Cut out cards
3	Number	Counting, Representation & Cardinality	B5.1.1.1. B5.1.1.1.	B5.1.1.1.5 B5.1.1.1.6	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Counting, Representation & Cardinality	B5.1.1.2. B5.1.1.2.	B5.1.1.2.1 B5.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	Locomotor, Manipulative And Rhythmic Skills	B4.3.5.3.	B4.3.5.3.2:	Balls
2	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.1.4.:	B4.4.1.4.1:	Pictures and Videos
3	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.1.4.:	B4.4.1.4.2:	Drums, Clappers, Video and Pictures Video and Pictures
4	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.2.4.	B4.4.2.4.1	
5	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.3.4.	B4.4.3.4.1	Pictures and Video
6	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.4.4.4.	B4.4.4.4.1	Pictures and Video
7	PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES	FITNESS PROGRAMME, HEALTHY DIET, SAFETY AND INJURIES, SUBSTANCES/DRUGS	B4.5.5.4.	B4.5.5.4.1	Pictures and Video
8	VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES	SELF-RESPONSIBILITY, SOCIAL INTERACTION, GROUP DYNAMICS AND CRITICAL THINKING	B4.5.1.5.	B4.5.1.5.1	Pictures and Video
1	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.1	Balls, Videos and Picture,

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2	MOTOR SKILL AND MOVEMENT PATTERNS	LOCOMOTOR SKILLS	B5.1.1.1.	B5.1.1.1.2	Drums, Speakers
3	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.1	Balls, Videos and Picture,
4	MOTOR SKILL AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B5.1.2.1.	B5.1.2.1.2	Drums, Speakers

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	The Family and Community	Roles and Relationships	B4.4.1.1.	B4.4.1.1.2:	wall charts, wall words, posters, video clip, etc
2	The Family and Community	Roles and Relationships	B4.4.1.1.:	B4.4.1.1.2:	wall charts, wall words, posters, video clip, etc
3	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall words, posters, video clip, etc
4	The Family and Community	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall words, posters, video clip, etc
5	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.:	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
6	The Family, Authority and Obedience	Authority and Obedience	B4.5.1.1.	B4.5.1.1.1:	wall charts, wall words, posters, video clip, etc
7	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
8	The Family, Authority and Obedience	Roles, Relationships in the Family and Character Formation	B4.5.2.1.	B4.5.2.1.1	wall charts, wall words, posters, video clip, etc
1	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
2	His Creation and Attributes	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall words, posters, video clip, etc
3	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc
4	His Creation and Attributes	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall words, posters, video clip, etc

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	INTRODUCTION TO COMPUTING	DATA, SOURCES AND USAGE	B4.1.3.2..	B4.1.3.2.3.	Laptops, Images of clipboard, styles, fonts, paragraph
2	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1..	B4.1.4.1.1.	Laptops,
3	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1..	B4.1.4.1.2.	Laptops,
4	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1.	B4.1.4.1.3	Laptops,
5	INTRODUCTION TO COMPUTING	TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	B4.1.4.1..	B4.1.4.1.4.	Laptops,
6	PRESENTATION	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	B4.2.1.1..	B4.2.1.1.1.	Laptops,
7	PRESENTATION	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	B4.2.1.1.	B4.2.1.1.1.2	Laptops, smart phones
8	WORD PROCESSING	INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	B4.3.1.1..	B4.3.1.1.1.	Laptops, smart phones
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.1.1.2	Laptops, Images of clipboard,
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B5.1.1.1. B5.1.1.1. B5.1.1.1.	B5.1.1.1.1 B5.1.2.1.2 B5.1.2.1.3	Laptops,
3	Introduction to computing	Data, sources and usage	B5.1.3.1.. B5.1.3.1. B5.1.3.1.	B5.1.3.1.1. B5.1.3.1.2 B5.1.3.1.3	Laptops,

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			B5.1.3.1.	B5.1.3.1.4	
4	Introduction to computing	Technology in the community (communication)	B5.1.4.1. B5.1.4.1.	B5.1.4.1.1 B5.1.4.1.2	Laptops,

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**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B4 Term 3 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B4.4.2.2.	B4.4.2.2.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B4.4.3.1.	B4.4.3.1.1	
3	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
4	HUMANS AND THE ENVIRONMENT	PERSONAL HYGIENE AND SANITATION	B4. 5.1.1.	B4. 5.1.1.2	
5	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.1	
6	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.2.	Plants and animals in the environment, plastics, stones, pictures videos paper
7	HUMANS AND THE ENVIRONMENT	DISEASES	B4.5.2.1.	B4.5.2.1.2.	
8	HUMANS AND THE ENVIRONMENT	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
2	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B5.1.1.1.	B5.1.1.1.1	
3	DIVERSITY OF MATTER	MATERIALS	B5.1.2.1.	B5.1.2.1.1	
4	DIVERSITY OF MATTER	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	

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## TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B4 Term 3    OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	OUR NATION GHANA	Being a Citizen	B4.4.1.1.	B4.4.1.1.1	Pictures, Charts, Video Clip
2	OUR NATION GHANA	Being a Citizen	B4.4.1.2.	B4.4.1.2.1	Pictures, Charts, Video Clip
3	OUR NATION GHANA	Being a Citizen	B4.4.1.3	B4.4.1.3.1.	Pictures, Charts, Video Clip
4	OUR NATION GHANA	Authority and Power	B4.4.2.1.	B4.4.2.1.1	Pictures, Charts, Video Clip
5	OUR NATION GHANA	Responsible use of Resources	B4.4.3.1.	B4.4.3.1.1	Pictures, Charts, Video Clip
6	OUR NATION GHANA	Farming in Ghana	B4.4.4.1..	B4.4.4.1.1.	Pictures, Charts, Video Clip
7	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.1.	B4.5.1.1.1	Pictures, Charts, Video Clip
8	MY GLOBAL COMMUNITY	Our Neighbouring Countries	B4.5.1.2.	B4.5.1.2.1.	Pictures, Charts, Video Clip
1	ALL ABOUT US	Nature of God	B5.1.1.1.	B5.1.1.1.1.	Pictures, Charts, Video Clip
2	ALL ABOUT US	Nature of God	B5.1.1.1..	B5.1.1.1.1.	Pictures, Charts, Video Clip
3	ALL ABOUT US	Myself	B5.1.2.1..	B5.1.2.1.1.	Pictures, Charts, Video Clip
4	ALL ABOUT US	My Family and the Community	B5.1.3.1..	B5.1.3.1.1.	Pictures, Charts, Video Clip

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**TERMLY SCHEME OF LEARNING**

Termly Scheme of Learning (SOL) for B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
2	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
3	Colonisation and Developments under Colonial Rule in Ghana	Establishing Colonial Rule in Ghana	B4.4.1.2.	B4.4.1.2.1	A map of Ghana, Posters, documentary
4	Independent Ghana	The Republics	B4.6.1.1..	B4.6.1.1.1.	A map of Ghana, Posters, documentary
5	Independent Ghana	The Republics	B4.6.1.1.	B4.6.1.1.1.	A map of Ghana, Posters, documentary
6	Independent Ghana	The Republics	B4.6.1.1..	B4.6.1.1.1.	A map of Ghana, Posters, documentary
7	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
8	Independent Ghana	The Republics	B4.6.1.1.1.	B4.6.1.1.1.2	A map of Ghana, Posters, documentary
1	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana,

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					Posters, documentary
2	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
3	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.1	A map of Ghana, Posters, documentary
4	My Country Ghana	The People Of Ghana	B5.2.1.1.	B5.2.1.1.2	A map of Ghana, Posters, documentary

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## TERMLY SCHEME OF LEARNING

Scheme of Learning for B4 Term 3 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/ Instructions	B4.1.9.1. B4.1.10.1. B4.1.11.1.	B4.1.9.1.2 B4.1.10.1.1 B4.1.11.1.1	Drums, drum sticks, recorded audios,
2.	Oral Language	Presentation	B4.1.11.1. B4.1.11. 1.	B4.1.11.1.2 B4.1.11. 1.3	Manila cards, recorded audio visuals
3.	Reading	Fluency	B4.2.7.1. B4.2.8.1. B4.2.8.1.	B4.2.7.1.3 B4.2.8.1.1 B4.2.8.1.2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B4.2.9.1. B4. 2.9.1.	B4.2.9.1.1 B4. 2.9.1. 2	Manila cards, markers, recorded audio-visual
5.	Writing	Penmanship /Handwriting	B4.3.1.1.	B4.3.1.1.4	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B4.4.7.1. B4.4.7.1. B4.4.8.1.	B4.4.7.1.2 B4.4.7.1.3 B4.4.8.1.1	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B4.4.8.1. B4.4.8.1.	B4.4.8.1.2 B4.4.8.1.3	Manila Cards, Markers
8.	Writing Conventions / Usage	Integrating Grammar in Written Language (Use of simple and compound sentences)	B4.5.6.1. B4.5.6.1. B4.5.6.1.	B4.5.6.1.1 B4.5.6.1.2 B4.5.6.1.3	Word cards, Manila card Markers Word cards Manila card Markers

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1	Oral Language	SONGS  Poems	B5.1.1.1.  B5.1.3.1. B5.1.3.1.	B5.1.1.1.1:  B5.1.3.1.1 B5.1.3.1.2	Word cards, Manila card Markers Word Cards, Manila card,
2.	Oral Language	Listening and Story Telling  Dramatisation and Role Play	B5.1.4.1. B5.1.4.1.  B5.1.5.1. B5.1.5.1.	B5.1.4.1.1 B5.1.4.1.2  B5.1.5.1.1 B5.1.5.1.2	Word cards, Manila card  Markers Word Cards, Manila card,
3.	Reading	Phonics: Letter Sound Knowledge	B5.2.4.1. B5.2.4.1. B5.2.4.1.	B5.2.4.1.1 B5.2.4.1.2 B5.2.4.1.3	Reading materials
4.	Reading	Phonics: Letter Sound Knowledge  vocabulary (Sight and content vocabulary)	B5.2.4.1.  B5.2.5.1.	B5.2.4.1.4  B5.2.5.1.1	Manila Cards, Markers

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# **TERM THREE BASIC FOUR WEEK 1**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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. Argumentative / Persuasive Writing D. Conjunctions E. Building The Love And Culture Of Reading			
<b>Indicator (code)</b>	B4.2.7.2.2	B4.3.5.1.6	B4.4.13.2.2	B4.5.8.1.1.	B4.6.1.1.1.
<b>Content standard (code)</b>	B4.2.7.2.	B4.3.5.1.	B4.4.13.2.	B4.5.8.1	B4.6.1.1.
<b>Performance Indicator</b>	A. Learners can make connections between a text and personal experiences/real life B. Learners can use the simple present form of verbs to relate past events to the present C. Learners can use words, phrases, and clauses to clarify the relationships between claim(s) and reasons D. Learners can identify and use conjunctions – and, but, or, nor – to link: - similar ideas - contrasting ideas - express alternatives E. Learners can read a variety of age- and level appropriate books and present a two-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
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge.</li> <li>• Encourage learners to come up with their personal opinions and viewpoints.</li> </ul> <p>Assessment: let learners make connections between a text and personal experiences/real life</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>Use the simple present form of verbs to relate past events to the present</p> <p>Assessment: let learners use the simple present form of verbs to relate past events to the present in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <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 model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions.</li> </ul> <p>Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons in sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite	<p><b>E.WRITING CONVENTION</b></p> <ul style="list-style-type: none"> <li>• Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i.</li> </ul>	<p>What have we learnt today?</p>



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	familiar rhymes	<p>Musa and Kuma are good friends. ii. Kwame is hard working but Abena is lazy.</p> <ul style="list-style-type: none"> <li>• Guide learners in groups to join sentences using coordinating conjunctions on a topic. e. g. A visit to an interesting tourist site.</li> </ul> <p>Assessment: let learners use conjunctions in sentences</p>	Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	Have learners to tell what they read to the whole class
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 e.g. applicative questions to connect the reading text with background knowledge.</li> <li>• Encourage learners to come up with their personal opinions and viewpoints.</li> </ul> <p>Assessment: let learners make connections between a text and personal experiences/real life</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: FOUR

<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> Unknowns, Expressions and Equations	
<b>Indicator (code)</b>	B4.2.2.2.5 B4.2.2.2.6		
<b>Content standard (code)</b>	B4.2.2.2. B4.2.2.2.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <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 represent and solve a given addition or subtraction problem involving a “partpart-whole” or comparison context, using a symbol to represent the unknown</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

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	for learning)		
Tuesday	Sing songs like:  I'm counting one, what is one	Provide students with linking cubes to model situations. Pose the problem: Kobby has 13 red marbles and 22 blue marbles. How many more blue marbles than red marbles does Kobby have? Observe how students solve the problem  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is	Provide students with linking cubes to model situations. Pose the problem: Kobby has 13 red marbles and 22 blue marbles. How many more blue marbles than red marbles does Kobby have? Observe how students solve the problem  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 students to represent and solve these problems: (i) Eunice is Anita's older sister. The difference between their ages is 21 years. Anita is 37 How old is Eunice?  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one	Ask students to represent and solve these problems: (ii) Ms. Akoto allowed 7 students to go to the washroom. There were 15 students left in the room. How many students are in the class?  Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> ELECTRICITY AND ELECTRONICS	
<b>Indicator (code)</b>	B4.4.2.2.1		
<b>Content standard (code)</b>	B4.4.2.2.		
<b>Performance Indicator</b>	Learners can identify the basic components of electronic circuits		
<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	B4.4.2.1.1 Identify the uses of electricity <ul style="list-style-type: none"> <li>• Begin by asking learners what they use to iron their school uniforms.</li> <li>• Use simple activities to demonstrate uses of electricity, (e.g. providing light, powering TVs, mobile phones, cooking, heating water, etc.)</li> <li>• Learners draw things in the home and at school that use electricity.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		<p>Project: Electricity Generation Learners, in groups, generate electricity from fruit cells (orange, lime, tomatoes, potatoes and apple) and fuel cells, e.g. water.</p> <p>Core</p> <p>Assessment: let learners identify the basic components of electronic circuits</p>	
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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 Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B4.4.1.1.2		
<b>Content standard (code)</b>	B4.4.1.1.		
<b>Performance Indicator</b>	Learners can identify deeds that attract rewards		
<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	Lead learners to discuss deeds, attitudes and actions towards others and things in the environment. <ul style="list-style-type: none"> <li>• Ask learners to write down good deeds: - helping one another - obedience to the constitution of Ghana, parents, teachers, school authorities, elders and rulers, etc.</li> <li>• Guide learners to know that refusal to do good deeds attract punishment.</li> <li>• Put learners in groups to write down actions that are rewarded and those that are punished and present to class for discussion</li> </ul> Assessment: let learners identify deeds that attract rewards	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: Creative Arts

CLASS: FOUR

<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>	B4. 1.1.1.5		
<b>Content standard (code)</b>	B4. 1.1.1.		
<b>Performance Indicator</b>	Learners can develop ideas by studying the artworks of some Ghanaian visual artists that reflect topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select works of Ghanaian visual artists that exhibit current topical issues of national concern (e.g. road safety, plastic waste, water pollution, climate change, migration of youth); ☑ share ideas on how the selected artworks express issues of national concern	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for studying the artworks of some Ghanaian visual artists	
	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss the artworks by their type, topic/theme, materials used, style of artist, etc  Assessment: let learners write guidelines for studying the artworks of some Ghanaian visual artists	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> INTRODUCTION TO MS-WINDOWS INTERFACE	
<b>Indicator (code)</b>	B4.1.3.2.3.		
<b>Content standard (code)</b>	B4.1.3.2.		
<b>Performance Indicator</b>	Learners can draw or sketch maps of the area to be surveyed		
<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	Bring diagrams or pictures of area(s) surveyed. Guide learners to sketch maps of an area to be surveyed by them  Assessment: Let learners draw or sketch maps of the area to be surveyed	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<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>	B4.4.1.1.1.		
<b>Content standard (code)</b>	B4.4.1.1.		
<b>Performance Indicator</b>	Learners can show good manners in the home, school and community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b> Our World Our People curriculum Page			
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of observing good manners or etiquette in the home such as observing good table manners, greetings, helping others, showing respect and obedience to parents, teachers, school authorities, elders and rulers, respect for the elderly, obedience to authority, respect the Constitution of Ghana.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Learners play games, role play or engage in other activities that teach good manners and etiquette in the home, school and the community.</p> <p>Assessment: let learners identify good manners in the home, school and community</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about the importance of good manners: It ensures law and order in society. It helps everyone develop good moral life. It encourages hardworking. It encourages people to be patriotic etc.</p> <p>Learners think-pair-share to write essays on good deeds:</p> <ul style="list-style-type: none"> <li>• Why should I be courteous?</li> </ul> <p>Assessment: let learners write essays on good deeds:</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: FOUR

<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> Establishing Colonial Rule in Ghana	
<b>Indicator (code)</b>	B4.4.1.2.1		
<b>Content standard (code)</b>	B4.4.1.2.		
<b>Performance Indicator</b>	Learners can describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast		
<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	Define the term colonialism.  Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	What is colonisation?	Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories</p> <p>Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.</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: FOUR

<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>	B4.3.5.3.2		
<b>Content standard (code)</b>	B4.3.5.3.		
<b>Performance Indicator</b>	Learners can identify body types such as endomorph (big body), mesomorph (medium body) and ectomorph (slim Body)		
<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 identify the three body types as endomorph, mesomorph and ectomorph	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

<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>	B4.1.9.1.2	B4.1.10.1.1	B4.1.11.1.1
<b>Content standard (code)</b>	B4.1.9.1.	B4.1.10.1.	B4.1.11.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should recognise and use polar question markers correctly.</li> <li>• The learner should recognise landmarks in your area and use them to give directions</li> <li>• The learner should say the time by hour, half hour and minutes.</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>			
<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 come out in pairs.</li> <li>• Let one ask a polar question for the other to answer and vice versa (supervise the questioning so that you provide an assistance where necessary).</li> </ul>	What have we learnt today?

		<ul style="list-style-type: none"> <li>• Use question and answer strategy, to get information from one of the learners on the use of polar question markers.</li> <li>• Let them recognise polar questions in your question.</li> <li>• Lead learners to recognise how to use polar question markers correctly</li> </ul> <p>Assessment: let learners use polar question markers correctly.</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise the lesson on the environment with learners.</li> <li>• Show learners map of Ghana with the landmarks very visible.</li> <li>• Discuss the map with learners telling them what a landmark is and how to recognise the landmarks.</li> <li>• Let the learners mention some of the popular landmarks they see on the map.</li> <li>• Let learners recognise landmarks in their locality.</li> <li>• Let learners mention some of the popular landmarks they know ones again.</li> <li>• Use the landmarks to give directions.</li> <li>• Let learners use landmarks on the school compound to give directions to specific places in the school.</li> <li>• Let learners use landmarks to give directions to key places in the locality</li> </ul> <p>Assessment: let learners mention landmarks in their area and use them to give directions</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Revise the lesson on telling the time with learners.</li> <li>• Show a wall clock to learners.</li> <li>• Discuss the various parts of the clock with learners (i.e. numbers, hour hand, minute hand and the second hand).</li> <li>• Use the clock to teach the time by hour. Place the hour and minutes hand properly on the numbers and call learners to tell the time by hour.</li> <li>• Use the clock to tell the time by hour, half an hour and in minutes.</li> <li>• Let learners tell time by hour, half hour, and minutes.</li> <li>• Lead learners to know when to write the time with “am” and “pm”(am for morning and pm for afternoon till eleven in the night). E.g. The time is 6 o’clock. The time is 7:30am. The time is 7:12pm.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



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		Assessment: let learners say the time by hour, half hour and minutes	
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**TERM THREE  
BASIC FOUR  
WEEK 2**

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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 B. Comprehension C. Verbs D. Argumentative/Persuasive Writing E. Conjunctions F. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B4.1.9.1.2.	B4.2.7.2.3.	B4.3.5.1.7	B4.4.13.2.3	B4.5.8.1.1.	B4.6.1.1.1.
<b>Content standard (code)</b>	B4.1.9.1.	B4.2.7.2.	B4.3.5.1.	B4.4.13.2.	B4.5.8.1.	B4.6.1.1.
<b>Performance Indicator</b>	A. Learners can make and respond to polite requests for help from peers B. Learners can demonstrate awareness of the structure of texts (e.g. introduction, body, conclusion) C. Learners can use the imperative form of the verb to give commands or orders, make suggestions D. Learners can establish and maintain a formal style E. Learners can identify and use conjunctions – and, but, or, nor – to link: - similar ideas - contrasting ideas - express alternatives F. Learners can read a variety of age- and level appropriate books and present a two-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>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Model making a request to learners.</li> <li>• Have learners work in groups to write three tasks they plan to do and need help with, e.g. do homework, carry the table, etc</li> <li>• Learners then go around the class making requests to find classmates who are free to help them with their three tasks, e.g. “Can you please help me do my homework this afternoon?”. If a learner is free, they accept the request. But if s/he is not free, they decline the request.</li> </ul> <p>Assessment: let learners make and respond to polite requests for help from peers</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>• Guide learners to identify the parts of a text e.g. Introduction, Body and Conclusion.</li> <li>• They should summarise each part and after that, make a full summary of the text.</li> </ul> <p>Assessment: let learners identify the parts of a text</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Use situations to demonstrate commands.</li> <li>• Provide situations for learners to give and respond to commands in parts or groups.</li> </ul>	<p>What have we learnt today?</p>

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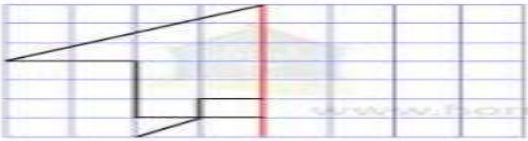
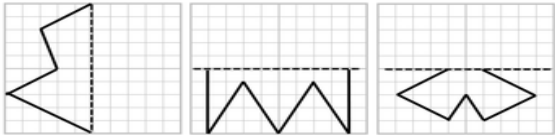
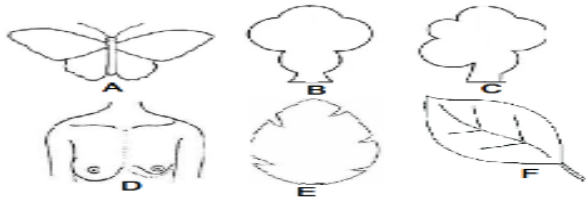
	familiar rhymes	Assessment: let learners use the imperative form of the verb to give commands or orders	Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>Using models, discuss the basic structure of an argumentative piece: – Introduction; – Reasons for the stand taken; – Conclusion.</li> <li>Have groups present full compositions using this structure for class discussions.</li> </ul> <p>Assessment: let learners write a compositions using the basic structure of an argumentative piece:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <ul style="list-style-type: none"> <li>Guide them to edit each other’s work by exchanging with other groups.</li> <li>Let learners talk about the differences in their stories.</li> </ul> <p>Assessment: let learners 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>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>Learners think-pair-share their stories with peers.</li> <li>Ask each learner to write a-two-paragraph summary of the book read.</li> <li>Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners to tell what they read to the whole class</p>

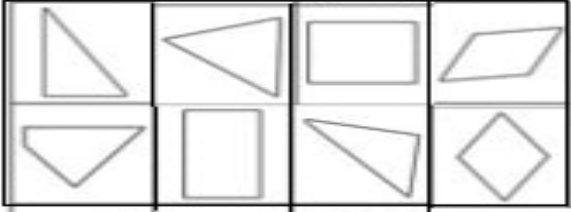
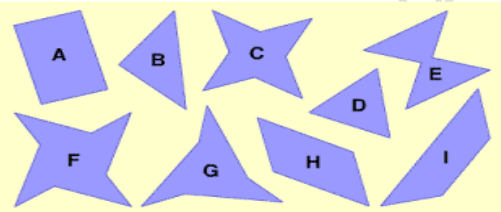
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SUBJECT: MATHEMATICS

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> 2D and 3D Shapes	
<b>Indicator (code)</b>	B4.2.2.2.7 B4.3.1.1.1 B4.3.1.1.2		
<b>Content standard (code)</b>	B4.2.2.2. B4.3.1.1. B4.3.1.1.		
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can create a problem for a given equation with one unknown</li> <li>• Learners can complete drawings of shapes to make them symmetrical</li> <li>• Learners can identify the lines of symmetry of regular and irregular 2D shapes (triangles and quadrilateral)</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, alone it shall be.</p>	<p>Provide an equation such as</p> $14 + \square = 21 \text{ or } 25 - \square = 18.$ <p>Ask students to create a matching story problem and solve it. Observe to what extent students are able to:</p> <ul style="list-style-type: none"> <li>-create a story to match the equation;</li> <li>- explain the meaning of the unknown variable; and</li> <li>- solve the problem in one or more way</li> </ul> <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>Give learners graph sheets to copy the incomplete 2D shape and it complete to make a symmetrical picture</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 1 - One is one alone,</p>	<p>Give learners photocopied worksheets with several incomplete 2D shapes to complete with marked line of symmetry to complete the drawing</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 1 - One is one</p>	<p>Give learners photocopied worksheets with symmetrical and non-symmetrical objects to sort and explain why they are symmetrical or not showing the lines of symmetry</p> 	<p>Review the lesson with Learners</p>

		<p>Give learners photocopied worksheets with symmetrical and non-symmetrical 2D shapes to cut out and sort, and explain why they are symmetrical or not showing the lines of symmetry</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</p>	<p>Give learners cut-out 2D fold shapes to investigate the number of lines of symmetry</p> <p>Give learners 2-D shapes to copy and draw their lines of symmetry</p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</p>

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SUBJECT: CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> FORCES AND ENERGY		<b>Sub-strand :</b> ELECTRICITY AND ELECTRONICS	
<b>Indicator (code)</b>	B4.4.3.1.1		
<b>Content standard (code)</b>	B4.4.3.1.		
<b>Performance Indicator</b>	Learners can demonstrate understanding of elastic and compressional forces and their everyday 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>	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 bring catapults, rubber bands, springs and bicycle pumps to class. <ul style="list-style-type: none"> <li>• Guide learners to demonstrate different effects of forces, e.g. by kicking a ball in different directions, pushing a table, crumpling a piece of paper or stopping a moving toy.</li> <li>• Engage learners in activities to demonstrate elastic and compression forces using the materials brought to class.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain elastic and compressional forces	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners to mention how elastic and compressional forces are applied in everyday life.  Assessment: let learners mention how elastic and compressional forces are applied in everyday life.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<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>		B4.4.1.4.1:	
<b>Content standard (code)</b>		B4.4.1.4.	
<b>Performance Indicator</b>		Learners can identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity	
<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 walk, power walk, walk-jog, jog at their own pace keeping the heart rate at maximum aerobic endurance level (70-75%) at least three times a week. Incorporate aerobic dance and circuit training and strength training in this moderate to vigorous physical activity.	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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 Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B4.4.1.1.2		
<b>Content standard (code)</b>	B4.4.1.1.		
<b>Performance Indicator</b>	Learners can identify deeds that attract rewards		
<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	Let learners select texts from the sacred scriptures that talk about good deeds and dramatise them: - The Good Samaritan (Luke-10:25-37), - The Feeding of the Five Thousand-a little boy offered his loaf of bread (Mathew 14:16-21), - Righteous Deeds (Surah Hud, The Holy Quran 11:11) and - Traditional folktales and proverbs.  Assessment: let learners identify deeds that attract rewards	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

<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>	B4. 2.1.1.5		
<b>Content standard (code)</b>	B4. 2.1.1.		
<b>Performance Indicator</b>			
<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
	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ select compositions and performances of some Ghanaian performing artists that reflect topical issues of national concern (e.g. road safety, plastic waste, water pollution, climate change, migration of youth); ☑ discuss the compositions and performances to share ideas on how the selected artworks express topical issues of national concern in Ghana; ☑	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	
	Engage learners to sing songs and recite familiar rhymes	Learners are to: assess the artworks by comparing the types, topic/theme, materials used, style of artist, etc.  Assessment: let learners write guidelines for studying the artworks of some Ghanaian performing artists	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	
<b>Indicator (code)</b>	B4.1.4.1.1.		
<b>Content standard (code)</b>	B4.1.4.1.		
<b>Performance Indicator</b>	Learners can describe how digital systems are used and could be used at home, in school and the local community		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		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 mention and describe how digital systems (computers, mobile phones, megaphones etc.) are used and could be used at home, in school and the local community  Assessment: Let learners describe how digital systems are used at home, in school and the local community	What have we learnt today?  Ask learners to summarize the main points in 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: OUR WORLD OUR PEOPLE

CLASS: FOUR

<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>	B4.4.1.2.1.		
<b>Content standard (code)</b>	B4.4.1.2.		
<b>Performance Indicator</b>	Learners can identify the characteristics of a responsible citizen		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Our World Our People curriculum Page		
<b>DAY</b>	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	Discuss with learners the types of citizens e.g. i. Active citizen An active citizen is an individual who contributes to the well-being of his or her community.  ii. Passive citizen A passive citizen is an individual who does not contribute to the well-being of his or her community.	What have we learnt today?  Ask learners to summarize the main points in the lesson



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		<p>Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g.</p> <ul style="list-style-type: none"> <li>i. obey rules and regulations</li> <li>ii. diligence</li> <li>iii. patriotism</li> <li>iv. honesty</li> <li>v. respect</li> <li>vi. hard work</li> <li>vii. commitment</li> <li>viii. listening/tolerance to other view points</li> </ul> <p>Assessment: let learners identify the characteristics of a responsible citizen</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners, in groups, identify the characteristics of a good citizen.</p> <p>Case study Teacher uses case study approach to raise a variety of issues, e.g. A pupil finds money in the classroom and keeps it instead of finding the owner. Pupils to react and state their views on this issue.</p> <p>Assessment: let learners identify the characteristics of a good citizen.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: HISTORY

CLASS: FOUR

<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> Establishing Colonial Rule in Ghana	
<b>Indicator (code)</b>	B4.4.1.2.1		
<b>Content standard (code)</b>	B4.4.1.2.		
<b>Performance Indicator</b>	Learners can describe how the different areas: The Colony, Asante, The Northern Territories and The British Mandated Togoland became one territory known as the Gold Coast		
<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	Illustrate how the Asante and the Northern Territories became protectorates with the aid of a map  Assessment: let learners describe how the different areas: The Colony, Asante and The Northern Territories became one territory known as the Gold Coast	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	How different was a protectorate from a colony?		
Thursday	Engage learners to sing songs and recite familiar rhymes	Locate the areas classified as British Togoland on a map.  Assessment: let learners identify the areas classified as British Togoland on a map.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Oral Language		<b>Sub-strand :</b> Presentation	
<b>Indicator (code)</b>	B4.1.11.1.2	B4.1.11. 1.3	
<b>Content standard (code)</b>	B4.1.11.1.	B4.1.11. 1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should say the names of the week in sequence</li> <li>The learner should say the names of the months in sequence</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 say the letters of the alphabet.</li> <li>Create a game with the names of the days in a week.</li> <li>Play the game with learners in the classroom.</li> <li>Let learners mention the names of the week in sequence and use the names of the days of the week to form simple sentences.</li> <li>Write the names of the days of the week on the board and lead learners to mention them.</li> </ul>	What have we learnt today?  Review the lesson with learners

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		<ul style="list-style-type: none"> <li>• Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc.</li> </ul> <p>Assessment: let learners say the names of the week in sequence</p>	
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Create a game with the names of the months of the year.</li> <li>• Play the game with learners in the classroom.</li> <li>• Help learners to mention the names of the months in sequence.</li> <li>• Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc.</li> </ul> <p>Assessment: let learners say the names of the months in sequence</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>• Create a game with the names of the months of the year.</li> <li>• Play the game with learners in the classroom.</li> <li>• Help learners to mention the names of the months in sequence.</li> <li>• Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc.</li> </ul> <p>Assessment: let learners say the names of the months in sequence</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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# **TERM THREE BASIC FOUR WEEK 3**

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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. Comprehension C. Adverbs D. Argumentative/Persuasive Writing E. Using Simple, Compound and Complex Sentences	
<b>Indicator (code)</b>	(B4.1.10.1.1 B4.1.10.1.2) B4.2.7.3.1 B4.3.6.1.1 B4.4.13.2.4 B4.5.9.1.1 B4.6.1.1.1		
<b>Content standard (code)</b>	(B4.1.10.1. B4.1.10.1.) B4.2.7.3. B4.3.6.1. B4.4.13.2. B4.5.9.1. B4.6.1.1.1		
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of the features of spoken language. Demonstrate awareness of the differences between spoken and written forms of language e.g. simple and complex sentence structures B. Learners can determine the contextual meaning of words and phrases C. Learners can use adverbs of time and place appropriately D. Learners can provide a concluding statement that follows from argument presented E. Learners can identify subjects and verbs in simple sentences F. Learners can read a variety of age- and level appropriate books and present a two-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.		

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<p>A. ORAL LANGUAGE</p> <p>Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses:</p> <p>A. How are you? B. Fine.</p> <p>Assessment: let learners mention the differences between spoken and written forms of language</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B. READING</p> <p>Phrases have their meaning different from the individual words.</p> <p>Guide learners to make the right meaning using the text to get the contextual meaning</p> <p>Assessment: let learners determine the contextual meaning of words and phrases</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>• Revise adverbs by having learners identify them in sentences.</li> <li>• Present adverbs of place in context.</li> <li>• Provide practice in identifying and using adverbs. For practice use questions and answers, and illustrations.</li> <li>• Drill learners to practise the appropriate use of adverbs of place.</li> </ul> <p>e.g. i. Where is the cat? The cat is here. ii. Where is Kojo? Kojo is outside.</p> <ul style="list-style-type: none"> <li>• Examples of adverbs of place are: here, there, outside, inside, etc.</li> </ul> <p>Assessment: let learners use adverbs of place to form correct sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>



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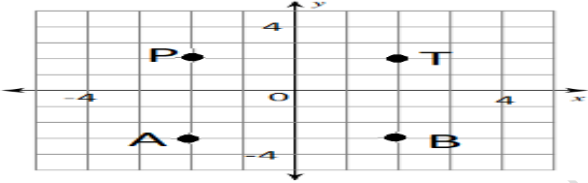
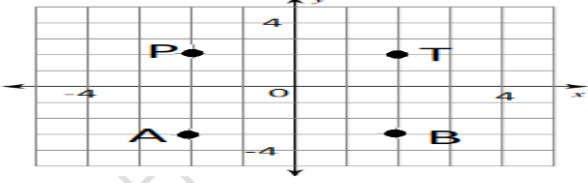

Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Assessment: let learners</p> <ul style="list-style-type: none"> <li>• Have learners listen to a debate on a familiar topic.</li> <li>• Learners in groups discuss the debate.</li> <li>• Teach the features of a debate.</li> </ul> <p>Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic</p> <p>Assessment: let learners provide a concluding statement that follows from argument 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</b></p> <ul style="list-style-type: none"> <li>• Give learners an extract from a comprehension passage.</li> <li>• Guide them to identify the simple sentences. Let them identify subjects and verbs in each sentence.</li> <li>• Let learners write an event they have participated in.</li> </ul> <p>Assessment: let learners identify subjects and verbs in simple 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>E.EXTENSIVE READING</b></p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners to tell what they read to the whole class</p>

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SUBJECT: MATHEMATICS

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> GEOMETRY AND MEASUREMENT		<b>Sub-strand :</b> Position / Transformation	
<b>Indicator (code)</b>	B4.3.2.1.1	B4.3.3.1.1	
<b>Content standard (code)</b>	B4.3.2.1.	B4.3.3.1.	
<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 estimate perimeter using referents for centimetre or metre</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:  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>Put pupils in convenient groups a give each group with a worksheet on graph with different labelled coordinates; some with axes labelled and other not etc. Pupils discuss their worksheets in their groups, then with whole class, describing coordinates, axes and pointing out errors on graphs if any</p> <p>Pupils describe the position and motion of objects: 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:  I'm counting one, what is one</p>	<p>Ask learners to locate the coordinates (i.e. ordered pairs of the location) of the Points; e.g. B is (2,3) and T is (2,2)</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</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, 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>	<p>Review the lesson with Learners</p>

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<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>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, 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>	<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</p>	<p>Using pupils' referents for centimetre or metre estimate and calculate perimeter of any object in the classroom (e.g. exercise book, floor tiles, math set, 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>	<p>Review the lesson with Learners</p>

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SUBJECT: SCIENCE

CLASS: FOUR

<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>	B4. 5.1.1.1		
<b>Content standard (code)</b>	B4. 5.1.1.		
<b>Performance Indicator</b>	Learners can know how to care for one's self and the environment		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Science curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Learners brainstorm in groups and share ideas with the whole class on what they do to maintain personal hygiene.</li> <li>Learners write their ideas on flashcards (ideas may include bathing twice daily, cleaning the teeth, cutting their finger nails, washing their towels, sweeping their classrooms, etc.).</li> <li>Brainstorm with learners on what will happen if they do not take good care of their bodies.</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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		Assessment: let learners mention how to maintain personal hygiene	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners are assigned to investigate materials that can be used to enhance personal hygiene (to brush the teeth, clean the armpit or bath).  Assessment: let learners mention materials that can be used to enhance personal hygiene	What have we learnt today?  Ask learners to summarize the important points of the lesson

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<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>		B4.4.1.4.2:	
<b>Content standard (code)</b>		B4.4.1.4.	
<b>Performance Indicator</b>		Learners can discuss how prolong physical activity increases endurance, allowing movement to occur for longer periods of time.	
<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 discuss how prolonged activities like jogging, walking, etc. improve endurance.	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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 Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B4 4.1.1.3:		
<b>Content standard (code)</b>	B4 4.1.1.		
<b>Performance Indicator</b>	Learners can give reasons for rewarding good deeds.		
<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	Lead learners to recall good deeds. <ul style="list-style-type: none"> <li>• Let learners mention types of rewards: handshakes, hugs, praises, certificates, prizes, gifts, etc.</li> <li>• Guide learners to discuss the importance of good deeds: -to ensure law and order in society -to help everyone to develop good moral life -to encourage hardworking, etc.</li> </ul> Assessment: let learners give reasons for rewarding good deeds	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS

CLASS: FOUR

<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>	B4 1.2.2.3		
<b>Content standard (code)</b>	B4 1.2.2.		
<b>Performance Indicator</b>	Learners can experiment with available visual arts media and methods to create artworks based on own views, knowledge and understanding of topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	☑ explore the local surroundings to select available materials and tools that are good for making artworks; ☑ study and experiment with available materials and tools using appropriate art making methods and skills e.g.: - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving; - odds and ends for making mobiles and stabiles by constructing and assembling; - brushes and	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>paint for painting; - spatula and scooping tools for modelling; - needle for sewing/stitching; ☐ discuss and share their experiences through discussion and peer assessment; ☐ use available materials in the environment to make own visual artworks that represent the artworks studied;</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: discuss and compare their artworks to the visual artworks studied</p> <p>Assessment: let learners create artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	
<b>Indicator (code)</b>	B4.1.4.1.2.		
<b>Content standard (code)</b>	B4.1.4.1.		
<b>Performance Indicator</b>	Learners can identify and list common examples of energy-efficient gadgets and techniques used in homes, in schools and in the local communities e.g. using the appropriate energy-efficient gadgets - energy saving bulbs ..., choosing the right appliances, cleaning your stove often (soot removal), reducing overall cooking time etc.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	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	Bring pictures of energy-efficient gadgets or devices to class e.g. energy saving light bulbs, energy-efficient cooking stoves, toilet water saver, solar chargers, energy-saving shower heads etc. to class. Guide learners to discuss in groups of five or less and present to the whole class examples of energy-efficient devices and techniques.  Assessment: Let learners identify and list common examples of energy-efficient gadgets	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: FOUR

<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>	B4.4.1.3.1		
<b>Content standard (code)</b>	B4.4.1.3.		
<b>Performance Indicator</b>	Learners can become committed to duties and responsibilities		
<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 explain commitment: A promise, agreement, or understanding you make to/with someone or something. <ul style="list-style-type: none"> <li>Learners mention the ways by which they are expected to show commitment.</li> <li>For example:</li> <li>Show commitment to God such as praying everyday and reading scriptures, helping others showing charity.</li> </ul>	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>• Show commitment to the family duties such as keeping room clean and taking care of pets.</li> <li>• Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school everyday.</li> </ul> <p>Assessment: let learners mention the ways by which they are expected to show commitment.</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play scenarios or engage in other activities that show the benefits for showing commitment.</p> <ul style="list-style-type: none"> <li>• We show respect to God, teachers, parents and leaders.</li> <li>• We develop positive self-identity.</li> <li>• We develop good relationships etc</li> </ul> <p>Assessment: let learners mention the benefits for showing commitment</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: FOUR

<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> Establishing Colonial Rule in Ghana	
<b>Indicator (code)</b>	B4.4.1.2.1		
<b>Content standard (code)</b>	B4.4.1.2.		
<b>Performance Indicator</b>	Learners can compare the map of the Gold Coast in 1955 and the map of Ghana today		
<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  How did Asante and	Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations  Assessment: let learners compare the map of the gold Coast in 1955 and the map of Ghana today for differences	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	<p>the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories?</p>		
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations</p> <p>Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for differences</p>	

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

<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>	B4.2.7.1.3	B4.2.8.1.1	B4.2.8.1.2
<b>Content standard (code)</b>	B4.2.7.1.	B4.2.8.1.	B4.2.8.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should answer questions on a passage</li> <li>The learner should read short passages observing punctuations</li> <li>The learner should read about 125 to 150 words per minute</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>	Manila cards, markers, recorded audios visual		
<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 the passage again in turns.</li> <li>Call a learner to ask questions based on the passage read for the other learners to answer.</li> <li>Ask questions for learners to answer</li> </ul> Assessment: let learners answer questions on a passage	What have we learnt today?



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			Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners short passages to read in silently.</li> <li>• Call learners to read the passage in turns (correct learners where necessary).</li> <li>• As they read, let them observe the punctuations in the passage.</li> </ul> <p>Assessment: let learners read short passages observing punctuations</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.)</li> <li>• Group learners and let them play a reading game at 120 words or more per minute</li> </ul> <p>Assessment: let learners read about 125 to 150 words per minute</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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# TERM THREE BASIC FOUR WEEK 4

NANA FIIFI ACQUAH SCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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. Adverbs D. Argumentative/Persuasive Writing E. Using Simple, Compound and Complex Sentences F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(B4.1.10.1.3 B4.1.10.2.1) B4.2.8.1.1 B4.3.6.1.2 B4.4.13.2.4 B4.5.9.1.1 B4.6.1.1.1		
<b>Content standard (code)</b>	(B4.1.10.1. B4.1.10.2.) B4.2.8.1. B4.3.6.1. B4.4.13.2. B4.5.9.1. B4.6.1.1.1		
<b>Performance Indicator</b>	A. Learners can demonstrate awareness of how meaning is conveyed through appropriate pace, stress, tone – through stories read aloud. Speak clearly and fluently, using the appropriate voice qualities (pace, tone etc.) B. Learners can read silently and reasonably for meaning from level appropriate texts C. Learners can use adverbs of time to modify verbs D. Learners can provide a concluding statement that follows from argument presented E. Learners can identify subjects and verbs in simple sentences		

	F. Learners can read a variety of age- and level appropriate books and present a two-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>A. ORAL LANGUAGE</p> <ul style="list-style-type: none"> <li>• Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation.</li> <li>• Read the same story or text aloud with poor pace, stress and intonation.</li> <li>• Put learners into groups to analyse the types of reading and identify which one conveys meaning and why.</li> <li>• Have learners practise reading the story with good pace, stress and intonation.</li> <li>• Model a speech: choose a familiar topic and make a short speech on it.</li> <li>• Guide learners to discuss the speech.</li> <li>• Have learners practise in groups to select topics and make short speeches on them. Encourage them to speak clearly and fluently using the appropriate voice qualities.</li> </ul> <p>Assessment: let learners speak clearly and fluently, using the appropriate voice qualities</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> Learners read silently making reference to pictures, illustrations, etc. to make meaning of texts. Encourage learners to do independent work. Note: You may guide learners with questions to do this.</p> <p>Assessment: let learners make reference to pictures, illustrations, etc. to make meaning of texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b> • Present adverbs of place in context. Examples of adverb of time are yesterday, today, tomorrow, etc</p> <p>Assessment: let learners use adverbs of time to modify 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> Guide learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic.</p> <p>Assessment: let learners provide a concluding statement that follows from argument 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</b> Let learners write an event they have participated in. • Learners edit their work to demonstrate their knowledge of subject and predicate</p> <p>Assessment: let learners identify subjects and verbs in simple 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>E.EXTENSIVE READING</b> Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback</p> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners to tell what they read to the whole class</p>

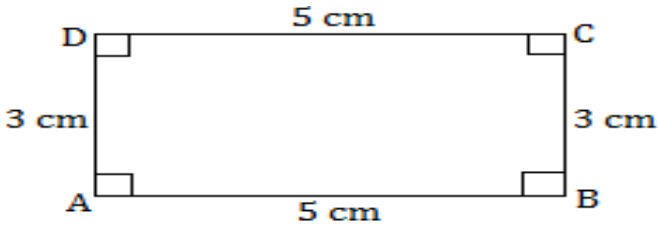
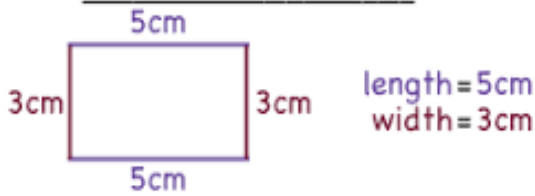
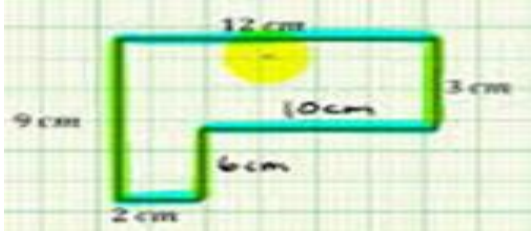
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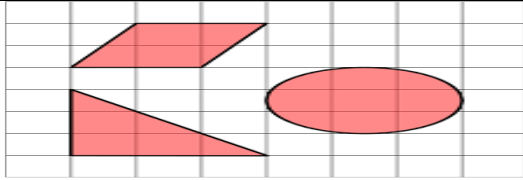
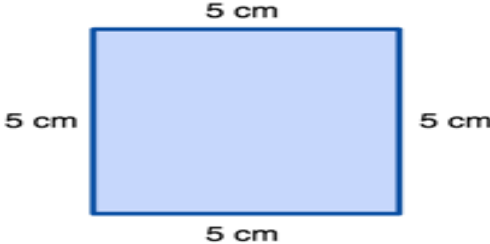
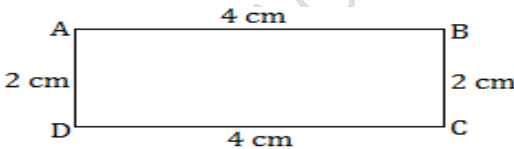
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SUBJECT: Mathematics

CLASS: FOUR

<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- (Perimeter and Area)	
<b>Indicator (code)</b>	B4.3.3.1.2	B4.3.3.1.3	B4.3.3.1.4
<b>Content standard (code)</b>	B4.3.3.1.	B4.3.3.1.	B4.3.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can measure and record perimeter for regular and irregular shapes in cm and m.</li> <li>Learners can develop and apply a formula for determining perimeter of square and rectangle</li> <li>Learners can construct different rectangles for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter.</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. 2 - pair let us pair</p>	<p>Ask pupils to use a ruler to measure all the sides of a regular shape and sum up the result to obtain the perimeter</p>  <p>P = 16cm</p> <p><u>Find the Perimeter</u></p>  <p><math>P = 5\text{cm} + 3\text{cm} + 5\text{cm} + 3\text{cm} = 16\text{cm}</math></p> <p>Formula: <math>P = 2l + 2w</math>  <math>P = 2(5\text{cm}) + 2(3\text{cm})</math>  <math>P = 10\text{cm} + 6\text{cm}</math></p> <p>Pupils to explore the area of irregular cut-out shapes using graph sheets. Pupils to trace the shape on the graph sheet and count out the unit squares</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>Given an irregular shape with its sizes, ask pupils to sum up the sizes to obtain the perimeter</p> 	Review the lesson with Learners  A

	<p>1 - One is one alone, alone it shall be.</p>	 <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>Use cut out shapes to demonstrate how to determine the perimeter of 2-D shapes. Ask pupils to measure the sides of the cut out shape and add the results to obtain the perimeter</p>  <p>Given a rectangular cut out shape, ask pupils to measure the sides of the shape and determine the perimeter of the shape</p>  <p>Therefore the perimeter of the triangle given is <math>AB + AD + BC + CD</math>. Thus <math>4\text{cm} + 2\text{cm} + 4\text{cm} + 2\text{cm} = 12\text{cm}</math></p>	<p>Review the lesson with Learners</p>
<p>Thursday</p>	<p>Sing songs like:  I'm counting one, what</p>	<p>Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Combinations may include (6cm, 6cm, 12cm, 12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm, etc</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>Given a perimeter of say 36cm, pupils to draw about three different rectangular shapes for the same perimeter. Combinations may include (6cm, 6cm, 12cm, 12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm, etc</p>	<p>Review the lesson with Learners</p>



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	one, what is one	Assessment: have learners to practice with more examples	
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SUBJECT: SCIENCE

CLASS: FOUR

<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>	B4. 5.1.1.2		
<b>Content standard (code)</b>	B4. 5.1.1.		
<b>Performance Indicator</b>	Learners can describe ways of sustaining the environment through waste management		
<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 on how to sustain the environment, including separating waste. <ul style="list-style-type: none"> <li>Engage learners in groups to mention the types of waste they produce in the home and at school, e.g. paper, rubber, bottles, etc.</li> <li>Write learners’ ideas on the board and let them brainstorm on what will happen if the wastes they produce are not separated.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention what will happen if the wastes they produce are not separated.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Brainstorm on what will happen if the wastes they produce are not separated.</p> <ul style="list-style-type: none"> <li>Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.</li> </ul> <p>Project: Design Litterbins to hold different forms of waste. Learners make or mould litterbins and other equipment from suitable materials for holding different types of waste.</p> <p>Assessment: let learners write down four practical ways of sustaining the environment.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<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>	B4.4.2.4.1		
<b>Content standard (code)</b>	B4.4.2.4.		
<b>Performance Indicator</b>	Learners can explain how the intensity and duration of exercise, as well as nutritional choices, affect energy use 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 discuss the relationship between intensity and duration of exercises. The higher the intensity, the shorter should be the duration. In high intensity activity, the body burns nutrients faster and requires more nutrient intake at the end of the activity to maintain equilibrium	What have we learnt today?  Use answers to summarise the lesson.

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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 Community		<b>Sub-strand :</b> Roles and Relationships	
<b>Indicator (code)</b>	B4 4.1.1.3:		
<b>Content standard (code)</b>	B4 4.1.1.		
<b>Performance Indicator</b>	Learners can give reasons for rewarding good deeds.		
<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	Let learners, in pairs or groups, write essays on good deeds: - Why I will always do good - The rewards of being good Every good turn deserves another.  Assessment: let learners give reasons for rewarding good deeds	What have we learnt today?  Ask learners to summarize the main points in the lesson

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SUBJECT: Creative Arts

CLASS: FOUR

<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>	B4 2.2.2.3.		
<b>Content standard (code)</b>	B4 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 topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ explore the local environment to select available instruments, sounds, rhythms, movement patterns, etc. that are suitable for composing and performing music, dance, drama, poems, etc.; ☐ experiment with the available instruments, sounds, movement patterns, etc. to perform some of the compositions of the Ghanaian artists studied that reflect topical issues of national	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>concern in Ghana such as road safety, plastic waste, water pollution, low rainfall due to climate change, migration of youth, slums in cities</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of topical issues in Ghana</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: discuss and share their experiences for peer review.</p> <p>Assessment: let learners create performing artworks based on own views, knowledge and understanding of topical issues in Ghana</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: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	
<b>Indicator (code)</b>	B4.1.4.1.3.		
<b>Content standard (code)</b>	B4.1.4.1.		
<b>Performance Indicator</b>	Learners can describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		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 in groups of three to five, the range of digital systems and their peripheral devices. How they can be used for different purposes in the community. Let learners present their findings to the class  Assessment: Let learners describe how a range of digital systems (hardware and software) and their peripheral devices can be used for different purposes in the community.	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: FOUR

<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>	B4.4.2.1.1.		
<b>Content standard (code)</b>	B4.4.2.1.		
<b>Performance Indicator</b>	Learners can show respect and obedience to those in authority		
<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 identify people (can use films and pictures) with authority and power in the community: parents, e.g. Home: parents, grandparents uncles, aunties School: headteacher, teachers, prefects Community: chiefs, pastors, Imams, Assembly members, police State: President, Speaker of Parliament, Members of Parliament.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment.</p> <p>Assessment: let learners identify people with authority and power in the community</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In groups, learners talk and write about why they should obey authority.</p> <p>Learners present their work for class discussion</p> <p>Assessment: let learners write about why they should obey authority</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: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Independent Ghana		<b>Sub-strand :</b> The Republics	
<b>Indicator (code)</b>	B4.6.1.1.1.		
<b>Content standard (code)</b>	B4.6.1.1.		
<b>Performance Indicator</b>	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.		
<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	Define the term, Republic.  Discuss the limitations on Ghana's independence up to June 1960.  Assessment: let learners explain the limitations on Ghana's independence up to June 1960.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	<p>What is a Republic? Who was the leader of Ghana's first Republic?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Discuss the limitations on Ghana's independence up to June 1960</p> <p>Assessment: let learners explain the limitations on Ghana's independence up to June 1960.</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 curriculum

CLASS: FOUR

<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>	B4.2.9.1.1	B4. 2.9.1. 2	
<b>Content standard (code)</b>	B4.2.9.1.	B4. 2.9.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should select topic sentences in paragraphs.</li> <li>The learner should give titles to 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 leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners sing a traditional occupational song.</li> <li>Let learners read a number of paragraphs from a book.</li> <li>Lead learners to discuss what a topic sentence is.</li> <li>Lead learners to recognise some topic sentences in the passage they have read.</li> </ul>	What have we learnt today?  Review the lesson with learners

		<ul style="list-style-type: none"> <li>• Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read.</li> <li>• Let learners compare their topic sentences in their groups.</li> <li>• Let learners compare their final group works to those of other groups.</li> <li>• Discuss their findings with them.</li> </ul> <p>Assessment: let learners select topic sentences in paragraphs.</p>	
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a passage to learners.</li> <li>• Discuss the passage with learners and let them come out with suggested titles.</li> <li>• Discuss their suggested titles with them and select one.</li> <li>• Give learners a different printed passage for them to read.</li> <li>• Lead learners to give a title to the passage they have read.</li> </ul> <p>Assessment: let learners should give titles to passages</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Read a passage to learners.</li> <li>• Discuss the passage with learners and let them come out with suggested titles.</li> <li>• Discuss their suggested titles with them and select one.</li> <li>• Give learners a different printed passage for them to read.</li> <li>• Lead learners to give a title to the passage they have read.</li> </ul> <p>Assessment: let learners should give titles to passages</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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. Idiomatic Expressions D. Expository/Informative Writing E. Using Simple, Compound and Complex Sentences F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	(B4.1.10.2.2 B4.1.10.3.1) B4.2.8.1.2 B4.3.7.1.1 B4.4.14.1.1 B4.5.9.1.2 B4.6.1.1.1		
<b>Content standard (code)</b>	(B4.1.10.2. B4.1.10.3.) B4.2.8.1. B4.3.7.1. B4.4.14.1. B4.5.9.1. B4.6.1.1.		
<b>Performance Indicator</b>	A. Learners can read aloud clearly, at a good pace and with expression. Identify the purpose and audience of a speech and set goals in the context of assigned topics (e.g. about familiar persons) B. Learners can find meaning of words as used in context C. Learners can use idiomatic expressions appropriately in communication D. Learners can write words giving information about family E. Learners can construct simple sentences correctly F. Learners can read a variety of age- and level appropriate books and present a-two-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> <p>Provide varied texts and guide learners to read them clearly at a good pace and with good expression. The texts can be in the form of poems/rhyme, etc.</p> <p>Using a model speech which must be provided by the teacher, guide learners to identify:</p> <ol style="list-style-type: none"> <li>i. the purpose of the speech;</li> <li>ii. the audience;</li> <li>iii. the goals set in the context of assigned topics</li> </ol> <p>Note: The speech can be about self, familiar persons, objects and experience</p> <p>Assessment: let learners read aloud clearly, at a good pace and with expression.</p>	What have we learnt today?
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Guide pupils to learn new words through the procedure below: <ul style="list-style-type: none"> <li>– Write key words on the board, one at a time.</li> <li>– Have learners attempt to pronounce the word.</li> <li>– Model the pronunciation for learners to repeat.</li> <li>– From the passage, ask learners to write the sentence in which the new word is and read it out.</li> <li>– Use Think-Pair-Share strategy to have learners find meaning in context.</li> <li>– Have them think of other words that can replace these words. – Ask pupils to use the words in sentences.</li> </ul> </li> </ul> <p>Note: You can vary the procedure in teaching new words.</p>	What have we learnt today?



		Assessment: let learners find meaning of words as used in context	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <ul style="list-style-type: none"> <li>• Present examples of idiomatic expressions in context.</li> <li>• Discuss each with learners to bring out it's meaning.</li> <li>• Have learners use the expressions they have learnt in sentences guided with further examples.</li> <li>• Put learners into groups to determine the meaning of given idiomatic expressions in context.</li> </ul> <p>Assessment: let learners use idiomatic expressions appropriately in sentences</p>	What have we learnt today?
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>• Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves.</li> <li>• Let learners write about themselves.</li> </ul> <p>In pairs learners edit each other's work and identify words and sentences that give information about the partner which they did not know previously.</p> <p>Assessment: let learners write words giving information about family</p>	What have we learnt today?
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <ul style="list-style-type: none"> <li>• Learners construct simple sentences.</li> <li>• Write some of the sentences on the board to guide the discussions on subjects and verbs.</li> <li>• Show a large poster of people doing various activities.</li> <li>• Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate</li> </ul> <p>Assessment: let learners construct simple sentences correctly</p>	What have we learnt today?
Friday	Guide learners to choose and read books during the	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> </ul>	Have learners to tell what they read to the whole class

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	library period	<ul style="list-style-type: none"><li>• Ask each learner to write a-two-paragraph summary of the book read.</li><li>• Invite individuals to present their work to the class for feedback</li></ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	
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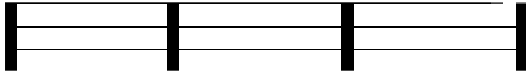
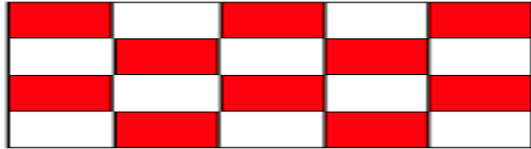
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NANA FIIFI ACQUAH SCHOOL

SUBJECT: MATHEMATICS

CLASS: FOUR

<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- (Perimeter and Area)	
<b>Indicator (code)</b>	B4.3.3.2.1	B4.3.3.2.2	B4.3.3.2.3
<b>Content standard (code)</b>	B4.3.3.2.	B4.3.3.2.	B4.3.3.2.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can recognise that area is measured in square units</li> <li>• Learners can select and justify referents for the units cm<sup>2</sup> or m<sup>2</sup></li> <li>• Learners can estimate area by using referents for cm<sup>2</sup> or m<sup>2</sup></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:  I'm counting one, what is one 1 - One is one alone, alone it</p>	<p>Pupils to explore the area of their exercise books. i.e. ask pupils to cut 1cm by 1cm square sheets and tack them on the back of their exercise books until it is covered entirely. Then, count the number of the sheets to obtain the area  E.g. 2. Pupils to explore the area of graph sheet. Ask pupils to calculate the area of one of the squares on the graph sheet. Then, count the number of squares on the graph sheet to obtain the area of the entire sheet</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 1 - One is.</p>	<p>Using floor tiles, ask pupils to measure the area of one of the tiles, then multiply it by the number of tiles to obtain the area of the entire room</p> <p>Note: Help pupils to come out with the understanding that the area of a figure is the number of squares required to cover it completely</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</p>	<p>Let pupils explore the area of smaller objects say their exercise books. Then explore the area of larger objects say the entire classroom and compare the results for the two activities.  Ask pupils to tell which unit (cm<sup>2</sup> or m<sup>2</sup>) they will use for which activity and why?</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>Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates</p>	<p>Review the lesson with Learners</p>

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	I'm counting one, what is one 1	E.g. 2 Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher's table  Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what is one 1 - One is	Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates  E.g. 2 Pupils to measure the area of say their exercise books. With that as a reference point, ask them to estimate the area of the teacher's table  Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE

CLASS: FOUR

<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>	B4.5.2.1.1		
<b>Content standard (code)</b>	B4.5.2.1.		
<b>Performance Indicator</b>	Learners can identify causes, symptoms and prevention of measles		
<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 watch pictures, videos or charts on causes, symptoms and prevention of measles, or invite a health personnel or School Health Education Programme (SHEP) coordinator to give a talk on measles.  Assessment: let learners identify causes and symptoms of measles	What have we learnt today?  Ask learners to summarize the important points of the lesson

Thursday	Engage learners to sing songs and recite familiar rhymes	<p>In pairs, learners answer the following questions based on the pictures and videos: (1) What causes measles? (2) What are the symptoms of measles? (3) What should be done if someone is exposed to measles? (4) What are the ways of preventing the spread of measles?</p> <p>Project: Learners develop concept maps to show the causes, symptoms and prevention of measles. Learners develop posters to talk about how they can prevent measles.</p> <p>Assessment: let learners identify the prevention of measles</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>

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.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<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>	B4.4.3.4.1:		
<b>Content standard (code)</b>	B4.4.3.4.		
<b>Performance Indicator</b>	Learners can identify muscles being strengthened during the performance of particular physical activities		
<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		
DAY	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	Push ups strengthen the bicep muscles and muscles of the chest. Chin ups strengthen the triceps muscles. Step ups strengthen both the hamstrings and the quadriceps (muscles of the thigh).	What have we learnt today?  Use answers to summarise the lesson.



	prevent injuries		
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.....: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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>	B4.5.1.1.1:		
<b>Content standard (code)</b>	B4.5.1.1.		
<b>Performance Indicator</b>	Learners can explain authority at home, school and in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Through questions and answers, let learners explain authority. • With the aid of picture cards, videos, wall charts, etc., let learners identify people in authority in their immediate community. NB Where possible, films can be used to guide the learners to identify the people in authority in the immediate communities. • Guide learners to identify those in authority at home, school and in their community: parents, headteachers,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		teachers, class prefect, sectional leaders, chiefs, pastors, Imams, etc.  Assessment: let learners explain authority at home and school.	
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.....: LESSON PLAN

SUBJECT: Creative Arts

CLASS:

FOUR

<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>	B4 1.3.4.3		
<b>Content standard (code)</b>	B4 1.3.4.		
<b>Performance Indicator</b>	Learners can plan an exhibition of own artworks to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: <input type="checkbox"/> 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). <input type="checkbox"/> discuss the need for displaying portfolio of own visual artworks. <input type="checkbox"/> develop a roadmap for the exhibition by: - fixing a date, - selecting a venue, - inviting an audience; <input type="checkbox"/> brainstorm to agree on a theme for the exhibition; <input type="checkbox"/> 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;. <input type="checkbox"/> 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); <input type="checkbox"/> decide on mode of display (e.g. hanging, draping, spreading);</p> <p>Assessment: let learners write a plan for an exhibition of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); <input type="checkbox"/> clean and prepare the hall and its environment and make it ready for the exhibition; <input type="checkbox"/> plan for post exhibition activities such as cleaning, appreciation, evaluation, reporting, etc</p> <p>Assessment: let learners write a plan for an exhibition of own artworks</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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.....: LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> TECHNOLOGY IN THE COMMUNITY (COMMUNICATION)	
<b>Indicator (code)</b>	B4.1.4.1.4		
<b>Content standard (code)</b>	B4.1.4.1.		
<b>Performance Indicator</b>	Learners can identify technological changes in the community (e.g. Using automated irrigation for farming, eco-friendly pesticides and manure, etc.)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	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	Guide learners to explore technological changes in the community or in the world. Let learners find examples of technological changes in the community or world around them. They should be encouraged to present their findings to the class.	What have we learnt today?

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	familiar rhymes	<b>Assessment:</b> Let learners identify technological changes in the community	Ask learners to summarize the main points in the lesson
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.....: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<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>	B4.4.3.1.1.		
<b>Content standard (code)</b>	B4.4.3.1.		
<b>Performance Indicator</b>	Learners can identify ways to use water responsibly		
<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		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Tuesday	Engage learners to sing songs and recite familiar rhymes	Using pictures/videos, learners discuss ways to use water responsibly e.g. close the tap after fetching water, do not use treated water for watering plants  Learners compose songs and play games on how to use water responsibly  Assessment: let learners identify ways to use water responsibly	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners draw people using water responsibly  Learners form clubs to serve as ambassadors for responsible use of water  Assessment: let learners identify ways to use water responsibly	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Independent Ghana		<b>Sub-strand :</b> The Republics	
<b>Indicator (code)</b>	B4.6.1.1.1.		
<b>Content standard (code)</b>	B4.6.1.1.		
<b>Performance Indicator</b>	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.		
<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

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<p>Tuesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Who was the leader of Ghana's first Republic?</p>	<p>Discuss the limitations on Ghana's independence up to June 1960</p> <p>Assessment: let learners explain the limitations on Ghana's independence up to June 1960</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>Discuss the limitations on Ghana's independence up to June 1960</p> <p>Assessment: let learners explain the limitations on Ghana's independence up to June 1960</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing		<b>Sub-strand :</b> Penmanship /Handwriting	
<b>Indicator (code)</b>	B4.3.1.1.4		
<b>Content standard (code)</b>	B4.3.1.1.		
<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>	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

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Put learners into groups and help them to write simple sentences on their own as you monitor.</li> <li>• Let each group write one of their sentences on the board.</li> <li>• Discuss the sentences they have written with them to see if it is a statement or a question.</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	<ul style="list-style-type: none"> <li>• Put learners into groups and help them to write simple sentences on their own as you monitor.</li> <li>• Let each group write one of their sentences on the board.</li> <li>• Discuss the sentences they have written with them to see if it is a statement or a question.</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	<ul style="list-style-type: none"> <li>• Put learners into groups and help them to write simple sentences on their own as you monitor.</li> <li>• Let each group write one of their sentences on the board.</li> <li>• Discuss the sentences they have written with them to see if it is a statement or a question.</li> </ul> <p>Assessment: let learners write simple sentences</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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. Conjunctions D. Expository/Informative Writing E. Using Simple, Compound and Complex Sentences F. Building The Love And Culture Of Reading				
<b>Indicator (code)</b>	B4.1.10.3.2	B4.2.8.1.3	B4.3.8.1.1.	B4.4.14.1.1.	B4.5.9.1.2.	B4.6.1.1.1.
<b>Content standard (code)</b>	B4.1.10.3.	B4.2.8.1.	B4.3.8.1.	B4.4.14.1.	B4.5.9.1.	B4.6.1.1.
<b>Performance Indicator</b>	A. Learners can draw on prior knowledge to identify the subject matter of a speech B. Learners can answer questions based on the passage read C. Learners can identify and use simple conjunctions - and, but, or, nor - to link: - similar ideas - contrasting ideas, show choices/express alternatives D. Learners can write words giving information about their school E. Learners can construct simple sentences correctly F. Learners can read a variety of age- and level appropriate books and present a-two-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>	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	A. ORAL LANGUAGE Draw on prior knowledge to identify the subject matter of a speech  Assessment: let learners draw on prior knowledge to identify the subject matter of a speech	What have we learnt today?  Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Precede questions with silent reading of the text. • In asking questions, follow the steps below: – Pose the question . – Give learners time to reflect. – Call a learner to answer the question. • Learners give accurate and specific answers to questions. (You could do it orally sometimes). They may read out portions of the text where the answers are found. • Ask different types of levels of questions . Assessment: let learners answer questions based on the passage read	What have we learnt today?  Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Introduce the conjunctions one at a time in context. • Elicit examples of sentences with conjunctions from learners. • Put on cards simple sentences. e.g. i. Esi is tall. Ama is short. ii. Esi is tall but Ama is short.	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<ul style="list-style-type: none"> <li>• Use Combination Drill for learners to practise the use of conjunctions. e.g. i. Learner A: I bought a pen...</li> <li>ii. Learner B: I bought a pen and a notebook.</li> <li>iii. Learner C: I will eat fufu..... Learner D: I will eat fufu or kenkey.</li> </ul> <p>Assessment: let learners use simple conjunctions in sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>In groups learners research about their school and write a short history about it</p> <p>Assessment: let learners write words giving information about their school</p>	<p>What have we learnt today?</p> <p>Let learners watch TV news at home and write their own news from the pictures they see</p>
Friday	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION</p> <p>Show a large poster of people doing various activities.</p> <ul style="list-style-type: none"> <li>• Assign learners to build a paragraph on the picture paying attention to subject and predicate. They use a line to divide each sentence into the subject and predicate.</li> <li>• The groups edit and publish the work. Each member keeps a copy.</li> </ul> <p>Assessment: let learners construct simple sentences correctly</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	<p>Have learners to tell what they read to the whole class</p>

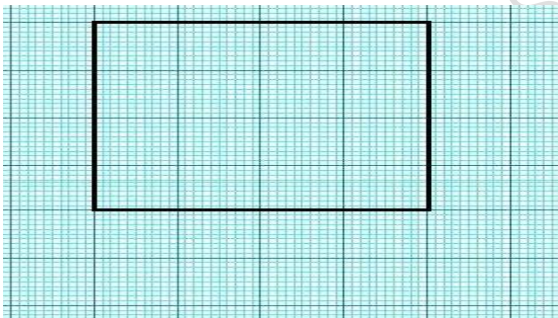
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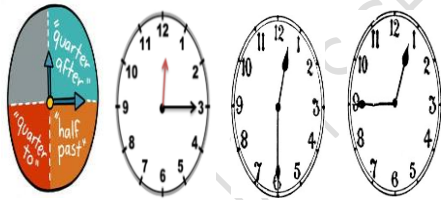
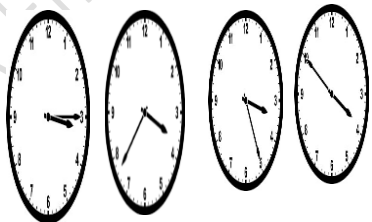

.....: LESSON PLAN

SUBJECT: MATHEMATICS


CLASS: FOUR

<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- (Perimeter and Area) Measurement -Time	
<b>Indicator (code)</b>	B4.3.3.2.4	B4.3.3.2.5	B4.3.3.3.1
<b>Content standard (code)</b>	B4.3.3.2.	B4.3.3.2.	B4.3.3.3.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can develop and apply a formula for determining area of a rectangle and square</li> <li>Learners can construct different rectangles for a given area (cm<sup>2</sup> or m<sup>2</sup>) in order to demonstrate that many different rectangles may have the same area.</li> <li>Learners can tell the time in hours and minutes in analogue and digital watches including 24-hour clocks</li> </ul>		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

T. L .R. (s)		Counters	
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one. pair let us pair	<p>Give pupils a standard graph sheet with 1 cm squares and ask them to draw a square of given length on the graph sheet. The area can be measured by counting the number of square units. So, we can count the number of unit units to find the area. In the diagram the area is 16cm<sup>2</sup> since there are 36 squares in the shape</p>  <p>Ask pupils to count the number of cubic squares on the vertical section of the shape and multiply it by the number on the horizontal section</p> <p>Ask pupils to compare their answer with the first strategy and draw their own conclusions. The area of a square can be given as <math>L \times L</math> and that of a rectangle is <math>L \times B</math>.</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners
Tuesday	Sing songs like:	<p>Given an area of say 24cm<sup>2</sup>, pupils should draw about three different rectangles for the same area. Combinations may include (6cm <math>\times</math> 4cm; 8cm <math>\times</math> 3cm; 12cm <math>\times</math> 2cm, etc.)</p>	Review the lesson with Learners

	<p>I'm counting one, what</p>	<p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one</p>	<p>Given an area of say 24cm<sup>2</sup>, pupils should draw about three different rectangles for the same area. Combinations may include (6cm × 4cm; 8cm × 3cm; 12cm × 2cm, etc.)</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 1 - One is one alone, alone it shall be.</p>	<p>Use analogue clocks to tell time by keeping the hour hand on 12 and making jumps of 15(quarter past), 30(half past), 45(quarter to), and 60 (12 o'clock)</p>  <p>Use analogue clocks to tell time by keeping the hour hand on any number say 3 and move the minutes hand to various numbers for different time (3:12, 3:25, 3:38, 3:50, etc)</p>  <p>Use analogue clocks to tell time by keeping the minutes hand on 12 and moving the hour hand to tell time at the hour mark</p> <p>time at the hour mark</p>  <p>Pupils should draw/sketch the face of the clock to tell time given</p>	<p>Review the lesson with Learners</p>



		Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what is one 1 -	<p>Pupils to explore the relationship in the units of time (i.e. 60 seconds = 1 minute; 60 minutes = 1hour) E.g. 6 Use digital watches to tell time. Pupils to observe the face of the digital watches and tell the time</p>  <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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.....: LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

<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>	B4.5.2.1.2.		
<b>Content standard (code)</b>	B4.5.2.1.		
<b>Performance Indicator</b>	Learners can demonstrate an understanding of the causes, symptoms and prevention of food-borne diseases		
<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

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Monday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures and videos on causes, symptoms and prevention of food borne diseases. <ul style="list-style-type: none"> <li>• Invite a health personnel, SHEP coordinator or personnel from the Food and Drugs Authority (FDA) to give a talk on food-borne diseases.</li> </ul> Assessment: let learners identify the causes of food-borne diseases	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	In pairs, let learners respond to the following questions: (1). What causes food-borne diseases? (2). What are the symptoms of food-borne diseases? (3). What should be done if someone contracts a food-borne disease?  Assessment: let learners identify the symptoms of food-borne diseases	What have we learnt today?  Ask learners to summarize the important points of the lesson

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.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<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>	B4.4.4.4.1		
<b>Content standard (code)</b>	B4.4.4.4.		
<b>Performance Indicator</b>	Learners can classify PE equipment under safe and unsafe.		
<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		
DAY	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	Assemble a variety of sports equipment, both old and new for learners to classify them into safe and unsafe.	What have we learnt today?  Use answers to summarise the lesson.

	for maximal performance and to prevent injuries		
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 .....: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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>	B4.5.1.1.1:		
<b>Content standard (code)</b>	B4.5.1.1.		
<b>Performance Indicator</b>	Learners can explain authority at home, school and in the community.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	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	Let learners dramatise or role play authority at home, school and in the community	What have we learnt today?

	familiar rhymes	Assessment: let learners explain authority in the community.	Ask learners to summarize the main points in the lesson
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.....: LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS:

FOUR

<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>	B4 2.3.4.3		
<b>Content standard (code)</b>	B4 2.3.4.		
<b>Performance Indicator</b>	Learners can plan a performance of own compositions to share creative experiences based on own ideas, knowledge and understanding of topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
	Engage learners to sing songs and recite familiar rhymes	<p>Learners:</p> <ul style="list-style-type: none"> <li>☑ watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect current topical issues of national concern in Ghana.</li> <li>☑ discuss the need for performing compositions of own music, dance, drama, poetry, etc.</li> <li>☑ develop a roadmap for the performances by: - fixing a date, - selecting a venue, - inviting an audience;</li> <li>☑ brainstorm to agree on a theme for the performance;</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 creativity and originality, lyrics, movement patterns, dynamics and relevance of the message to the theme, social and cultural importance;</li> <li>☑ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props).;</li> </ul> <p>Assessment: let learners write a plan for performance of own compositions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>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/corner), characters, directors, stage managers, audience, health and security ;personnel, ☑ clean and prepare the venue and its environment and make it ready for the performance;</p> <p>☑ plan for post-performance activities such as cleaning, appreciation, evaluation, reporting, etc.</p> <p>Assessment: let learners write a plan for performance of own compositions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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.....: LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PRESENTATION		<b>Sub-strand :</b> INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	
<b>Indicator (code)</b>	B4.2.1.1.1.		
<b>Content standard (code)</b>	B4.2.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate the use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section		
<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



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Wednesday	Engage learners to sing songs and recite familiar rhymes	Demonstrate the use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section  Assessment: Let learners mention use of clipboard, slides, fonts, paragraph and editing in the ribbons under the home ribbons section	What have we learnt today?  Ask learners to summarize the main points in the lesson
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.....: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<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>	B4.4.4.1.1.		
<b>Content standard (code)</b>	B4.4.4.1.		
<b>Performance Indicator</b>	Learners can prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens		
<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		

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the importance of gardening.  Learners undertake visits to vegetable gardens of farms or look at pictures of vegetable and fruit farms and talk about different vegetables farmers in Ghana grow.  Assessment: let learners mention the importance of gardening	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners undertake practical activities in the home or school that will teach them how to prepare healthy soil for nursing seeds and prepare seedbeds, how to nurse and transplant seedlings, and how to care for small gardens of eggs, pepper, onion, cabbage, lettuce, okro, etc.  Note: learners use the opportunity to learn good agricultural practices such as: Using the right tools in preparing nursery beds/bags.  Filling nursery beds/boxes/poly bags with fertile soil in preparation for nursing seeds.  Nursing the seeds in the soil at the required depth and water them.  Assessment: let learners describe how to prepare nursery beds nurse seeds, transplant seedlings and maintain small gardens	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>
<b>Day :</b>		<b>Date :</b>
<b>Period :</b>		<b>Lesson :</b>
<b>Strand :</b> Independent Ghana		<b>Sub-strand :</b> The Republics
<b>Indicator (code)</b>	B4.6.1.1.1.	
<b>Content standard (code)</b>	B4.6.1.1.	
<b>Performance Indicator</b>	Learners can explain that Ghana up to June 1960, though independent, had the Queen of The United Kingdom (UK) as Head of State of the Ghana and made limitations on Ghana's independence.	
<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	

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Discuss the limitations on Ghana's independence up to June 1960  Assessment: let learners explain the limitations on Ghana's independence up to June 1960	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes  What were the limitations to Ghana's independence until 1960?	Use the internet identify the positions controlled by British officials up to June 1960  Assessment: let learners identify the positions controlled by British officials up to June 1960 on a map	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

.....: LESSON PLAN

SUBJECT: Ghanaian Language

CLASS: FOUR

<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>	B4.4.7.1.2	B4.4.7.1.3	B4.4.8.1.1.
<b>Content standard (code)</b>	B4.4.7.1.	B4.4.7.1.	B4.4.8.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should compose short poems using controlled composition.</li> <li>• The learner should create short plays and stories using controlled composition</li> <li>• The learner should discuss the process in writing good informal letters.</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 explore a rhyme they know.</li> <li>• Use a controlled composition to write a short poem on the board.</li> <li>• Let learners explore the poem with gestures.</li> <li>• In groups let learners compose short poems using controlled composition.</li> </ul> <p>Assessment: let learners compose short poems using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners sing a familiar traditional song they know.</li> <li>• Use a controlled composition to create a short story or play with learners.</li> <li>• Put them in pairs and let them create short plays and stories using controlled composition.</li> </ul> <p>Communication</p> <p>Assessment: let learners create short plays and stories using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Discuss with learners what an informal letter is.</li> <li>• Discuss with learners the process of writing a good informal letter.</li> <li>• Let them comprehend the process in writing good informal letters.</li> <li>• Discuss features of informal letters.</li> </ul> <p>Assessment: let learners identify the process in writing good informal letters.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> <ul style="list-style-type: none"><li>A. Oral Language</li><li>B. Reading</li><li>C. Grammar Usage At Word</li><li>D. Writing</li><li>E. Using Writing Conventions</li><li>F. Extensive Reading</li></ul>		<b>Sub-strand :</b> <ul style="list-style-type: none"><li>A. Presentation</li><li>B. Fluency</li><li>C. Modals</li><li>D. Expository/Informative Writing</li><li>E. Spelling</li><li>F. Building The Love And Culture Of Reading</li></ul>	

<b>Indicator (code)</b>	B4.1.10.3.3 B4.2.9.1.1 B4.3.9.1.1. B4.4.14.2.1 B4.5.10.1.1 B4.6.1.1.1.		
<b>Content standard (code)</b>	B4.1.10.3. B4.2.9.1. B4.3.9.1. . B4.4.14.2. B4.5.10.1. B4.6.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can gather and select facts and ideas from one or multiple print and/ or non-print sources, appropriate to the purpose, audience, context and culture</p> <p>B. Learners can read grade- level texts at good pace, with accuracy and expression</p> <p>C. Learners can use modals to express a variety of meanings</p> <p>D. Learners can write picture events about personal experiences and make radio/TV presentations</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
<b>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>• Guide learners to select interesting topics they want to talk about.</li> <li>• Put them into groups and have each group choose a topic.</li> <li>• Guide learners to gather ideas from their readers and/or online resources.</li> </ul> <p>Assessment: let learners select facts and ideas from one or multiple print and/ or non-print sources</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>• Take learners through pre-reading, while-reading and after-reading activities.</li> <li>• In cases where text books are not available, teacher should use carefully selected grade-level appropriate texts.</li> <li>• As learners listen and follow in their books, read a paragraph or two aloud at a good pace, with accuracy and expression.</li> <li>• Have individuals take turns to practise reading aloud at a good pace, with accuracy and expression</li> </ul> <p>Assessment: let learners read grade-level texts at good pace, with accuracy and expression</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Introduce the modals one at a time.</li> <li>• Have learners read sentences containing modals.</li> <li>• Learners use modals to form sentences and choose the right modals to fill the gaps.</li> <li>• Use drills to give practice.</li> </ul> <p>Note: Modals come before the main verbs in sentences</p> <p>Assessment: let learners use modals to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <p>Put learners into groups. Let them brainstorm and write activities of the day.</p> <ul style="list-style-type: none"> <li>• Let each group choose an interesting event and write the news to broadcast to the class.</li> <li>• Let each group choose one person to present the news.</li> </ul> <p>Assessment: let learners write an interesting event</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</b></p> <p>Let learners spell given words with invented spellings. Each group tries to write the correct spelling. The group to get the highest number of words spelt correctly is regarded as the Spelling Champion for the work.</p> <p>Assessment: let learners use invented spelling to increase fluency and free writing</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>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> <li>• Learners think-pair-share their stories with peers.</li> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	Have learners to tell what they read to the whole class
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.....: LESSON PLAN

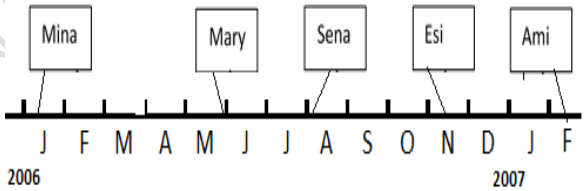
SUBJECT: MATHEMATICS

CLASS: FOUR

<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 -Time	
<b>Indicator (code)</b>	B4.3.3.3.2	B4.3.3.3.3	
<b>Content standard (code)</b>	B4.3.3.3.	B4.3.3.3.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can use clock to measure time to complete simple events in minutes and seconds</li> <li>• Learners can state dates of events and record calendar dates in a variety of formats</li> </ul>		

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<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Counters	
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair,	Use the analogue clock to record the time it takes to say walk from the classroom to the canteen/head teacher's office/library, etc. and back. (mostly minutes)  E.g. 2 Use the digital watch to record say the time it takes to walk from the teacher's table to the cupboard. (mostly seconds)    Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one	Ask pupils to tell the time it takes to complete activities like bathing, brushing teeth, ironing a shirt, cooking rice, etc  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting	Record dates in different formats i. Tuesday, 28th August 2018 ii. 28th August, 2018 iii. 28-Aug-18 iv. 28/08/2018	Review the lesson with Learners

	one, what is one 1 - One is one	v. 28.08.18  Assessment: have learners to practice with more examples													
Thursday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask pupils to write the dates for the following events from a calendar; i. Independence Day of Ghana ii. Republic Day iii. Founders' Day iv. Farmers' Day v. Workers' Day  Assessment: have learners to practice with more examples	Review the lesson with Learners												
Friday	Sing songs like:  I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair	Ask pupils in groups to state their dates of birth and put this in a table. Guide pupils to draw a time line (or time line-graph) for their birthdays (see Figure below)  <b>Table 1 Birthdays of pupils in Ami's group</b> <table border="1"> <thead> <tr> <th>Name</th> <th>Date of birth</th> </tr> </thead> <tbody> <tr> <td>Ami</td> <td>20<sup>th</sup> February 2007</td> </tr> <tr> <td>Esi</td> <td>14<sup>th</sup> November 2006</td> </tr> <tr> <td>Mary</td> <td>30<sup>th</sup> May 2006</td> </tr> <tr> <td>Mina</td> <td>10<sup>th</sup> January 2006</td> </tr> <tr> <td>Sena</td> <td>5<sup>th</sup> August 2006</td> </tr> </tbody> </table> 	Name	Date of birth	Ami	20 <sup>th</sup> February 2007	Esi	14 <sup>th</sup> November 2006	Mary	30 <sup>th</sup> May 2006	Mina	10 <sup>th</sup> January 2006	Sena	5 <sup>th</sup> August 2006	Review the lesson with Learners
Name	Date of birth														
Ami	20 <sup>th</sup> February 2007														
Esi	14 <sup>th</sup> November 2006														
Mary	30 <sup>th</sup> May 2006														
Mina	10 <sup>th</sup> January 2006														
Sena	5 <sup>th</sup> August 2006														

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.....: LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

<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>	B4.5.2.1.2.	
<b>Content standard (code)</b>	B4.5.2.1.	
<b>Performance Indicator</b>	Learners can demonstrate an understanding of the causes, symptoms and prevention of food-borne diseases	
<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	

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DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	In pairs, learners give examples of food-borne diseases in their localities, i.e. cholera, diarrhoea, typhoid fever, etc. <ul style="list-style-type: none"> <li>Learners predict what will happen when someone contracts a food-borne disease.</li> </ul> Assessment: let learners identify the prevention of food-borne diseases	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Evaluate learners by asking them to prepare posters on the prevention and control of food-borne  Assessment: let learners prepare posters on the prevention and control of food-borne	What have we learnt today?

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.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PHYSICAL FITNESS CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SUBSTANCES/DRUGS	
<b>Indicator (code)</b>	B4.5.5.4.1:		
<b>Content standard (code)</b>	B4.5.5.4.		
<b>Performance Indicator</b>	Learners can identify the effects of drugs use for physical activities		
<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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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	for learning)		
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 discuss the short-term and long-term effects of drugs. The effects can be physical and psychological. Advice learners not to involve themselves in drugs. Let them know some of the dangers like sleepless nights, loss of appetite, blood pressure, body temperature, panic, seizures, rashes etc	What have we learnt today?  Use answers to summarise the lesson.

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.....: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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> Roles, Relationships in the Family and Character Formation	
<b>Indicator (code)</b>	B4.5.2.1.1:		
<b>Content standard (code)</b>	B4.5.2.1.		
<b>Performance Indicator</b>	Learners can discuss the importance of being 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)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

	for learning)		
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Assist learners to explain who a committed person is.</li> <li>• Let learners mention behaviours that show that a person is committed.</li> <li>• Ask learners to describe a committed family member.</li> </ul> <p>A person who: - takes part in family activities, - is obedient to elders of the family, - respects other family members, - accepts responsibility (performing assigned duties), - takes initiatives, - helps needy relatives, etc.</p> <p>Assessment: let learners mention importance of being a committed member of 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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.....: LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS: FOUR

<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>	B4 1.4.6.3		
<b>Content standard (code)</b>	B4 1.4.6.		
<b>Performance Indicator</b>	Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising artworks; ☐ agree on what to use the appraisal report for and how to share it  Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes	Learners are to: agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☐ fix a day/date for the appreciation/appraisal/jury  Assessment: let learners write guidelines for appraising and appreciating own and others' visual artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> PRESENTATION		<b>Sub-strand :</b> INTRODUCTION TO MS-POWERPOINT (TABS AND RIBBONS OF MS-POWERPOINT)	
<b>Indicator (code)</b>	B4.2.1.1.2		
<b>Content standard (code)</b>	B4.2.1.1.		
<b>Performance Indicator</b>	Learners can show a 3-slide presentation using clipboard, slides, fonts, paragraph and editing of the ribbons studied.		
<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		

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DAY	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 prepare and present a prepared project or exercise using clipboard, slides, fonts, paragraph and editing of the ribbons studied their work in MS-PowerPoint to the class  Assessment: Let learners show a 3-slide presentation	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<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>	B4.5.1.1.1.		
<b>Content standard (code)</b>	B4.5.1.1.		
<b>Performance Indicator</b>	Learners can describe cultural 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.			

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<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	Describe cultural exchanges between Ghana and her neighbours  Assessment: let learners describe cultural exchanges between Ghana and her neighbours	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups describe common festivals and other cultural activities between Ghana and her neighbours e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam Dressing: kaba and slit, smock  Assessment: let learners describe cultural exchanges between Ghana and her neighbours	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Independent Ghana		<b>Sub-strand :</b> The Republics	
<b>Indicator (code)</b>	B4.6.1.1.1.2		
<b>Content standard (code)</b>	B4.6.1.1.1		
<b>Performance Indicator</b>	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			

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T. L.R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How many Republics do we have in Ghana since 1960?	Differentiate between 'President' and 'Head of State'.  Assessment: let learners differentiate between 'President' and 'Head of State'.	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  Who was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled  Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: Ghanaian Language

CLASS: FOUR

<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>	B4.4.8.1.2	B4.4.8.1.3	
<b>Content standard (code)</b>	B4.4.8.1.	B4.4.8.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• The learner should write informal letters using controlled composition</li> <li>• The learner should write good informal letters</li> </ul>		
<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>		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 an informal letter on the board and lead learners to discuss it.</li> <li>• Let learners read the letter as a group and then individually.</li> <li>• Using the letter on the board as a guide let learners write an informal letter.</li> </ul> <p>Assessment: let learners write informal letters using controlled composition</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Let learners say the letters of the alphabet.</li> <li>• Give learners a topic and let them write an informal letter on the topic in groups.</li> <li>• Let the groups present their essays to the class.</li> <li>• Let learners write an informal letter on their own</li> </ul> <p>Assessment: let learners write good informal 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>• Let learners say the letters of the alphabet.</li> <li>• Give learners a topic and let them write an informal letter on the topic in groups.</li> <li>• Let the groups present their essays to the class.</li> <li>• Let learners write an informal letter on their own</li> </ul> <p>Assessment: let learners write good informal letters</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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**TERM THREE  
BASIC FOUR  
WEEK 8**

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

CLASS: FOUR

<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		<b>Sub-strand :</b> A. Presentation B. Fluency C. Prepositions	

D. Writing E. Using Writing Conventions F. Extensive Reading		D. Expository/Informative Writing E. Spelling F. Building The Love And Culture Of Reading	
<b>Indicator (code)</b>	B4.1.10.3.4 B4.2.9.1.2. B4.3.10.1.1 B4.4.14.2.1 B4.5.10.1.1 B4.6.1.1.1.		
<b>Content standard (code)</b>	B4.1.10.3. B4.2.9.1. B4.3.10.1. B4.4.14.2. B4.5.10.1. B4.6.1.1.		
<b>Performance Indicator</b>	<p>A. Learners can support ideas and points with visual resources to convey meaning appropriate to purpose and context</p> <p>B. Learners can use recognition strategies to confirm understanding of level-appropriate texts</p> <p>C. Learners can use prepositions to convey a variety of meanings:</p> <p>D. Learners can write picture events about personal experiences and make radio/TV presentations</p> <p>E. Learners can use invented spelling to increase fluency and free writing</p> <p>F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read</p>		
<b>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	A. ORAL LANGUAGE Have groups of learners draw pictures to support their ideas or points of view on given topics.  Assessment: let learners support ideas and points with visual resources to convey meaning appropriate to purpose and context	What have we learnt today?  Ask learners to summarize the main points in the lesson

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Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b> As learners read the grade-level texts, attention should be given to the words, sentences and paragraphs. Use re-reading, vocabulary and right intonation to self-correct.</p> <p>Assessment: let learners use recognition 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>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Have learners describe the positions of classroom objects using such sentences as: i. The clock is on the wall. ii. The cupboard is in the corner. iii. The waste paper basket is under the table.</li> <li>• Briefly explain the functions of prepositions.</li> <li>• Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table.</li> <li>• Write some of learners' answers on the chalkboard and guide them to identify the prepositions.</li> </ul> <p>Note: Ensure that the following prepositions are used:          – Direction= towards the mountain          – Time = at six o'clock          – Purpose = for, in order to          – Possession= for, to          – Comparison= than          – Support or opposition = for you, against me</p> <p>Assessment: let learners use prepositions to convey a variety of meanings</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> Help learners to organise a radio or TV talk show.</p> <p>Assessment: let learners write picture events about personal experiences 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	<p><b>E.WRITING CONVENTION</b> Give learners the meanings of words to identify and spell the words.</p> <ul style="list-style-type: none"> <li>• Learners use the words they have spelt in sentences of their own.</li> </ul>	<p>What have we learnt today?</p>

	familiar rhymes	Assessment: let learners use invented spelling to increase fluency and free writing	Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING</p> <p>Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers.</p> <ul style="list-style-type: none"> <li>• Ask each learner to write a-two-paragraph summary of the book read.</li> <li>• Invite individuals to present their work to the class for feedback</li> </ul> <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read.</p>	Have learners to tell what they read to the whole class

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.....: LESSON PLAN

SUBJECT: MATHEMATICS

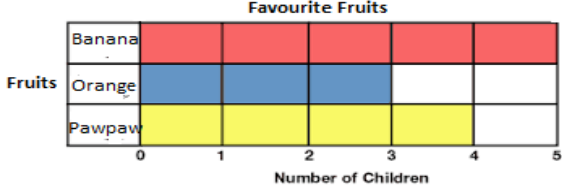
CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand : Data</b>		<b>Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis</b>	
<b>Indicator (code)</b>	B4.4.1.1.1 B4.4.1.1.2		

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<b>Content standard (code)</b>		B4.4.1.1. B4.4.1.1.									
<b>Performance Indicator</b>		<ul style="list-style-type: none"> <li>Learners can use an understanding of one-to-one correspondence to read and interpret graphs</li> <li>Learners can use an understanding of many-to-one correspondence to display or construct graphs</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								
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>Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favourite fruits of children in a P4 class. Each coloured box in the graph represents a pupil</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto;"> <caption>Favourite Fruits</caption> <thead> <tr> <th>Fruits</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Banana</td> <td>5</td> </tr> <tr> <td>Orange</td> <td>3</td> </tr> <tr> <td>Pawpaw</td> <td>4</td> </tr> </tbody> </table> </div> <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> <li>How many pupils said they like pawpaw?</li> <li>What is the most favourite food of the class?</li> </ol> <p>How many pupils are in the class? Etc.</p> <p>Assessment: have learners to practice with more examples</p>	Fruits	Number of Children	Banana	5	Orange	3	Pawpaw	4	Review the lesson with Learners
Fruits	Number of Children										
Banana	5										
Orange	3										
Pawpaw	4										



<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>Give learners graphs that use one-to-one correspondence in displaying data. For example, the graph below shows the favourite fruits of children in a P4 class. Each coloured box in the graph represents a pupil</p>  <p>Ask the following questions for children to read and interpret graphs</p> <ol style="list-style-type: none"> <li>How many pupils said they like pawpaw?</li> <li>What is the most favourite food of the class?</li> </ol> <p>How many pupils are in the class? 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 come pair let us pair</p>	<p>Display a table for of illnesses P4 pupils have had in school last academic year. Discuss with pupils how many objects/cut-outs will be required to display or construct a graph of the illnesses in the table if <math>\text{¶}</math> represents 2 pupils</p> <table border="1" data-bbox="483 1255 1055 1902"> <thead> <tr> <th>Illness</th> <th>Number of pupils visiting hospital with illnesses</th> <th>Number of objects ¶ in graph</th> </tr> </thead> <tbody> <tr> <td>Diarrhoea</td> <td>10</td> <td>5</td> </tr> <tr> <td>Fever</td> <td>16</td> <td>8</td> </tr> <tr> <td>Toothache</td> <td>4</td> <td>2</td> </tr> <tr> <td>Headache</td> <td>6</td> <td>·</td> </tr> </tbody> </table>	Illness	Number of pupils visiting hospital with illnesses	Number of objects ¶ in graph	Diarrhoea	10	5	Fever	16	8	Toothache	4	2	Headache	6	·	<p>Review the lesson with Learners</p>
Illness	Number of pupils visiting hospital with illnesses	Number of objects ¶ in graph																
Diarrhoea	10	5																
Fever	16	8																
Toothache	4	2																
Headache	6	·																

		<table border="1"> <tr> <td>Stomach-ache</td> <td>8</td> <td>.</td> </tr> <tr> <td>Cold</td> <td>14</td> <td>.</td> </tr> </table> <p>Assessment: have learners to practice with more examples</p>	Stomach-ache	8	.	Cold	14	.	
Stomach-ache	8	.							
Cold	14	.							
Thursday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p>	<p>Put a chart with labelled axes on the board; places several card cut-outs of the object "☒" on the table. Ask pupils to go in turns to construct the graph of the illnesses in the chart by pasting the right number of cut-outs in the columns above each illness as in the figure below</p> <p>Ask questions for pupils to read and interpret graphs. Ask pupils also to write questions based on the graph for their friends to answer</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, pair</p>	<p>Give learners tables with data that require the use an understanding of many-to-one correspondence to construct their graphs</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners						

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

.....: LESSON PLAN

SUBJECT: SCIENCE

CLASS: FOUR

<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> CLIMATE CHANGE	
<b>Indicator (code)</b>	B4.5.4.1.1		
<b>Content standard (code)</b>	B4.5.4.1.		
<b>Performance Indicator</b>	Learners can explain that burning is one of the causes of climate change		

<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 watch pictures and videos or charts showing burning of fossil fuel and changing weather patterns. <ul style="list-style-type: none"> <li>• Narrate to learners a story of a bush fire and the effect it has on humans, plants, animals and property.</li> <li>• Learners, in groups discuss what happens when burning occurs.</li> <li>• Learners present their ideas, i.e. burning brings out smoke, makes air dirty or unclean, etc.</li> </ul> Assessment: let learners explain that burning is one of the causes of climate change	What have we learnt today?  Ask learners to summarize the important points of the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Brainstorm with learners on what will happen if there is continuous burning of vegetation and waste.  Assessment: Evaluate learners by asking them to design posters on the effect of burning on climate change.	What have we learnt today?  Ask learners to summarize the important points of the lesson

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.....: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>
<b>Day :</b>		<b>Date :</b>
<b>Period :</b>		<b>Lesson :</b>
<b>Strand :</b> VALUES AND PSYCHO-SOCIAL CONCEPTS, PRINCIPLES AND STRATEGIES		<b>Sub-strand :</b> SELF-RESPONSIBILITY
<b>Indicator (code)</b>	B4.5.1.5.1	
<b>Content standard (code)</b>	B4.5.1.5.	
<b>Performance Indicator</b>	Learners can accept responsibility for one’s own behaviour in a group 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>	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	Obey rules and regulations for the activity. Appreciate and accept calls from officiating officials. Learners must be responsible for their own actions.	What have we learnt today?  Use answers to summarise the lesson.

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

.....: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FOUR

<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> Roles, Relationships in the Family and Character Formation	
<b>Indicator (code)</b>	B4.5.2.1.1:		
<b>Content standard (code)</b>	B4.5.2.1.		
<b>Performance Indicator</b>	Learners can discuss the importance of being 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	Help learners to discuss the importance of being a committed family member: - to promote unity, - to gain respect, - to be considered a trustworthy person, etc • Let learners role play or mime roles of committed family members  Assessment: let learners mention importance of being 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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.....: LESSON PLAN

SUBJECT: CREATIVE ARTS

CLASS:

FOUR

<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> Appreciating and Appraising	
<b>Indicator (code)</b>	B4 2.4.6.3		
<b>Content standard (code)</b>	B4 2.4.6.		
<b>Performance Indicator</b>	Learners can develop guidelines for appraising and appreciating own and others' performing artworks that reflect topical issues in Ghana		

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<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
	Engage learners to sing songs and recite familiar rhymes	discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the 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;  Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson
	Engage learners to sing songs and recite familiar rhymes	Learners are to: agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ☑ fix a day/date for the appreciation/appraisal/jury  Assessment: let learners write guidelines for appraising and appreciating own and others' performing artworks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

.....: LESSON PLAN

SUBJECT: COMPUTING

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> WORD PROCESSING		<b>Sub-strand :</b> INTRODUCTION TO MS-WINDOWS INTERFACE	
<b>Indicator (code)</b>	B4.3.1.1.1.		
<b>Content standard (code)</b>	B4.3.1.1.		
<b>Performance Indicator</b>	Learners can demonstrate how to use the clipboard, styles, fonts, paragraph and editing		
<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		

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<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 use clipboard, styles, fonts, paragraph and editing in the Home Tab of MS –Word.  Assessment: Let learners mention how to use the clipboard, styles, fonts, paragraph and editing	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MY GLOBAL COMMUNITY		<b>Sub-strand :</b> Our World Our People curriculum Page	
<b>Indicator (code)</b>	B4.5.1.2.1		
<b>Content standard (code)</b>	B4.5.1.2.		
<b>Performance Indicator</b>	Learners can explain the uses of rocks		
<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>		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 discuss the explain the uses of rocks e.g. building houses and constructing roads  Assessment: let learners explain the uses of rocks	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners role play some of the uses of rocks  Assessment: let learners explain the uses of rocks	What have we learnt today?  Ask learners to summarize the main points in the lesson

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.....: LESSON PLAN

SUBJECT: HISTORY

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Independent Ghana		<b>Sub-strand :</b> The Republics	
<b>Indicator (code)</b>	B4.6.1.1.1.2		
<b>Content standard (code)</b>	B4.6.1.1.1.		
<b>Performance Indicator</b>	Learners can state the dates and names of the leaders of the four Republics of Ghana since 1960.		
<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>		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  How many Republics do we have in Ghana since 1960?	Differentiate between 'President' and 'Head of State'.  Assessment: let learners differentiate between 'President' and 'Head of State'	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  Who was the leader of the third republic?	Match the names of the leaders of the four Republics to the period in which they ruled  Assessment: let learners state the dates and names of the leaders of the four Republics of Ghana since 1960	What have we learnt today?  Ask learners to summarize the main points in the lesson

.....: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE

CLASS: FOUR

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> Writing Conventions / Usage		<b>Sub-strand :</b> Integrating Grammar in Written Language (Use of simple and compound sentences)	
<b>Indicator (code)</b>	B4.5.6.1.1	B4.5.6.1.2.	B4.5.6.1.3
<b>Content standard (code)</b>	B4.5.6.1.	B4.5.6.1. .	B4.5.6.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>The learner should form compound sentences from simple sentences</li> </ul>		

	<ul style="list-style-type: none"> <li>The learner should exhibit knowledge of different types of conjunctions in writing.</li> <li>The learner should form compound sentences with conjunctions</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 form simple sentences.</li> <li>Let them read the sentences as a group.</li> <li>Use simple sentences to form compound sentences on the board.</li> <li>In groups, let learners form compound sentences from simple sentences.</li> <li>Let learners present their sentences to the class.</li> </ul> <p>Assessment: let learners form compound sentences from 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	<ul style="list-style-type: none"> <li>Let learners form simple sentences and read them to the class.</li> <li>Discuss conjunctions with learners.</li> <li>Write some conjunctions on the board and lead learners to say them.</li> <li>Use different types of conjunctions to form sentences.</li> <li>Let learners form sentences using the conjunctions.</li> <li>Let learners understand different types of conjunctions in writing.</li> </ul> <p>Assessment: let learner's use different types of conjunctions in writing.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Use different types of conjunctions to form sentences.</li> <li>• In pairs, let learners form compound sentences with conjunctions and read their sentences to the class.</li> </ul> Assessment: let learners form compound sentences with conjunctions	What have we learnt today?  Review the lesson with learners
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Vetted by : ..... Signature: ..... Date : .....

NANA FIIFI ACQUAH SCHOOL

# TERM ONE

## BASIC FIVE

### WEEK 1

.....: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE

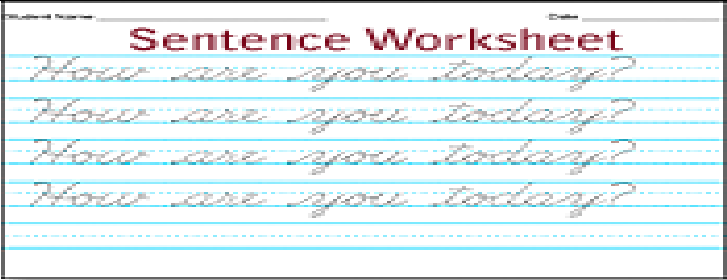
CLASS: FIVE

<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>Sub-strand :</b> A. Phonics	

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B. Grammar Usage At Word C. Writing D. Using Writing Conventions E. Extensive Reading		B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading			
<b>Indicator (code)</b>	B5.2.2.1.1.	B5.3.1.1.1.	B5.4.2.1.1	B5.5.1.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.2.2.1.	B5.3.1.1.	B5.4.2.1.	B5.5.1.1.	B5.6.1.1.
<b>Performance Indicator</b>	<p>A. Learners can apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts</p> <p>B. Learners can Identify and use nouns or noun phrases to refer to quantities or units.</p> <p>C. Learners can copy sentences clearly in joint script maintaining legible handwriting</p> <p>D. Learners can follow appropriate mechanical convention</p> <p>E. Learners can read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read</p>				
<b>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> <p>e.g.</p> <p>“c” as in country and cell</p> <p>“g” as in gain and age</p> <ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</li> <li>• Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</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 each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul> <p>Assessment: let learners mention words in which the sounds occur.</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>e.g.</p> <p>“c” as in country and cell</p> <p>“g” as in gain and age</p> <ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</li> <li>• Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</li> <li>• Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul> <p>Assessment: let learners mention words in which the sounds occur.</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>• Revise nouns briefly.</li> <li>• Introduce quantities and units in context.</li> </ul> <p>e.g.:</p> <ul style="list-style-type: none"> <li>– Please, give me a piece of paper.</li> <li>– I have a pair of trousers.</li> </ul> <ul style="list-style-type: none"> <li>• Have learners identify more examples of these in text and use them in sentences.</li> <li>• Learners make up their own noun phrases and use them in sentences.</li> </ul> <p>Assessment: let learners use nouns or noun phrases to refer to quantities or units.</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>• Select sentences from texts learners have read and write them on the board, using joint script.</li> </ul> <p>e.g.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		 <ul style="list-style-type: none"> <li>• Have learners read out the sentence. (in pairs, small groups, large groups)</li> <li>• Have learners copy the sentences into their exercise books.</li> <li>• Go round to support struggling learners.</li> </ul> <p>Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p><b>E.WRITING CONVENTION AND GRAMMAR USAGE</b>                  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 mark, 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>• 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>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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.....: LESSON PLAN

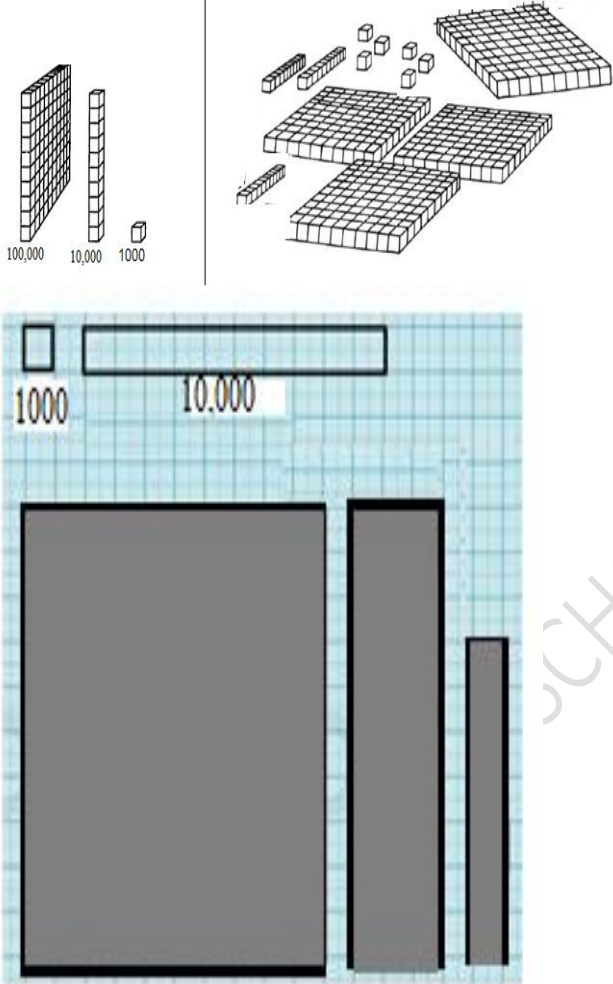
SUBJECT: MATHEMATICS

CLASS: FIVE

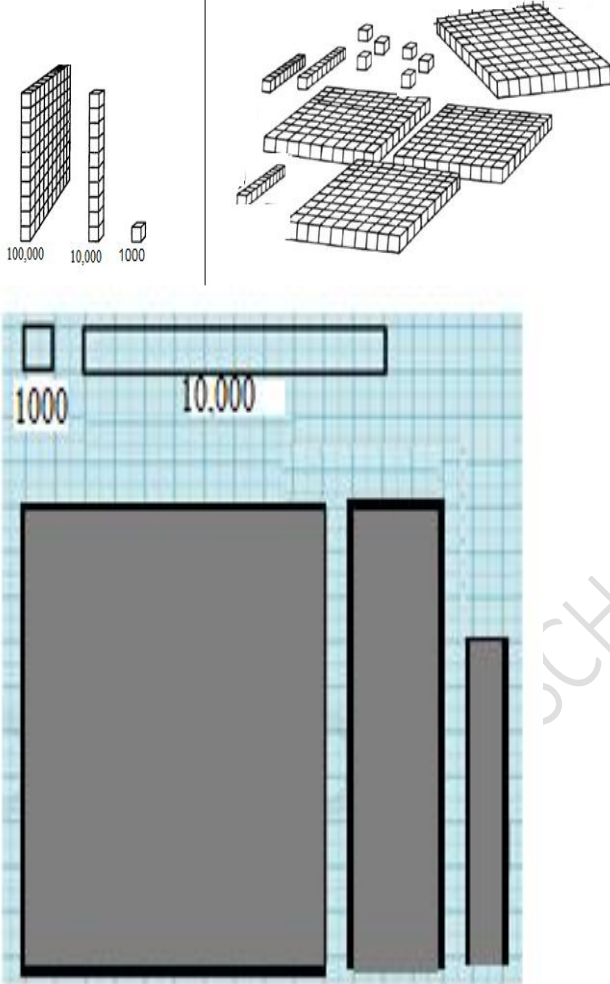
<b>Week Ending:</b>	<b>Class size:</b>
<b>Day :</b>	<b>Date :</b>
<b>Period :</b>	<b>Lesson :</b>

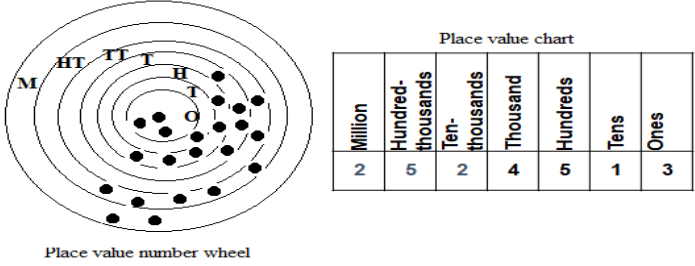

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<b>Strand : Number</b>		<b>Sub-strand : Counting, Representation &amp; Cardinality</b>	
<b>Indicator (code)</b>	B5.1.1.1.1	B5.1.1.1.2	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block Learners can read and write numbers in figures and in words up to 1000,000		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Counters		
<b>Ref:</b>	Mathematics curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:  I'm counting one, what is one	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials  Assessment: have learners to practice with more examples	Review the lesson with Learners
Monday	Sing songs like:  I'm counting one, what is one	Ask pupils to model the number 137,000 shading graph sheet square as shown below, where 1cm×1cm square represents 1000 units .	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>Tuesday</p>	<p>Sing songs like:  I'm counting one, what is one 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, where 1cm×1cm square represents 1000 units .</p>	<p>Review the lesson with Learners</p>



		 <p>Assessment: have learners to practice with more examples</p>	
<p>Wednesday</p>	<p>Sing songs like: 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 to work out how many will be required to model given amounts up to ¢10,000; e.g. ¢23,480</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</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</p>	<p>Review the lesson with Learners</p>

	<p>one, what is one 1 - One is one alone, alone it shall be.</p>	<p>generated in the wheel (i.e. 2 landed in the ten-thousands' ring making the number twenty-thousand or 20,000)</p>  <p>Place value number wheel</p> <p>Place value chart</p> <table border="1" data-bbox="792 357 1149 493"> <thead> <tr> <th>Million</th> <th>Hundred-thousands</th> <th>Ten-thousands</th> <th>Thousand</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>2</td> <td>4</td> <td>5</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>Assessment: have learners to practice with more examples</p>	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	2	5	2	4	5	1	3	
Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones											
2	5	2	4	5	1	3											
<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 pupils to write given numbers on the expanded form of the number : <math>2,524,513 = 1000,000 \times 2 + 100,000 \times 5 + 10,000 \times 2 + 1000 \times 4 + 100 \times 5 + 10 \times 1 + 1 \times 3 = 2,000,000 + 500,000 + 20,000 + 4,000 + 500 + 10 + 3</math></p>  <p>Assessment: have learners to practice with more examples</p>	<p>Review the lesson with Learners</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 : DIVERSTY OF MATTER</b>		<b>Sub-strand : LIVING AND NON-LIVING THINGS</b>	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<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 go outside the classroom to observe and identify various living and non-living things and discuss their observation.  • Learners go on a nature walk to observe sensitivity in the mimosa plant when touched.  Assessment: let learners describe the sensitivity in the mimosa plant when touched.	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners go outside the classroom to observe and identify various living and non-living things and discuss their observation.</p> <ul style="list-style-type: none"> <li>• Learners go on a nature walk to observe sensitivity in the mimosa plant when touched.</li> </ul> <p>Assessment: let learners describe the sensitivity in the mimosa plant when touched.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of 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> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<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	Identify the kinds of food they ate, the clothes they wore and how they travelled  Assessment: let learners Identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Identify the kinds of food they ate, the clothes they wore and how they travelled	What have we learnt today?

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	and recite familiar rhymes  How did our ancestors live?	Assessment: let learners identify the kinds of food our ancestors ate, the clothes they wore and how they travelled	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 : ALL ABOUT US</b>		<b>Sub-strand : Nature of God</b>	
<b>Indicator (code)</b>	B5.1.1.1.1.		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain that human beings are unique compared to other creatures		
<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 recall and retell stories about Creation. They talk about the nature of God as the Creator, the all-knowing, powerful and creator of all things.  Assessment: Let learners describe the nature of God as the Creator	What have we learnt today?  Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners look at themselves, pictures of different human beings, and animals and reflect on how they are different from animals and present their findings to the class for discussion.	What have we learnt today?

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	familiar rhymes	Assessment: Let learners describe how they are different from animals	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> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> LOCOMOTOR SKILLS	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can walk on straight lines edges.		
<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	Draw a straight line on the floor for learners to walk on. Learners walk individually and in a group under the watch of the teacher. Organise competitions for learners. End the lesson with cool down activities and use questions to end the lesson	What have we learnt today?  Use answers 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> His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.1:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain how special each individual is.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b> Pictures			
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Through various activities such as working in pairs or in groups, let learners discuss how each person is unique and different from one another: some are short, tall, intelligent, fair in complexion, dark in complexion, serious, etc.</li> <li>Lead learners to demonstrate the uniqueness of each individual, using themselves.</li> </ul> <p>Assessment: let learners explain how special each individual is</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: FIVE

<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>	B5.1.1.1.1.	B5.1.1.1.2	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can recognise and use output devices</li> <li>• Learners can describe the types of output device and identify their use</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 recall what they learnt in the previous classes and ask them to mention computer devices that produce output. Softcopy- computer monitor/projector, audio electrical signals etc. Hardcopy- printed images, pictures documents Guide learners to identify types of output devices and their uses. Assist them to list them on the board as well as their uses.  Assessment: Let learners identify types of output devices and their uses	What have we learnt today?  Ask learners to summarize the main points in the lesson

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 .....: LESSON PLAN

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 1.1.1.1		
<b>Content standard (code)</b>	B5 1.1.1.		
<b>Performance Indicator</b>	Learners can study some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people 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: ☑ Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda,	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine Mahoney living in Africa by:</p> <p>a) gathering information through library studies, surfing the internet, visiting art studios, galleries, museums, exhibitions etc. watching short videos/documentaries or observing photographs of sample works of the collections of other Ghanaian and African artists. For example, ‘Warrior’ an installation art by El-Anatsui (2015), and ‘Story Maps of no Location’, painting by Julie Mehretu;</p> <p>b) talking about the works of the artists in relation to the history and culture of the people of Africa;</p> <p>c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;</p> <p>d) 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>- Medium of expression.</li> </ul> <p>Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>☑ Study the artworks e.g. sculpture, textiles, metal arts, paintings, cartoons, photography, ceramics created by Ghanaian and African visual artists e.g. El-Anatsui, Nnenna Okore, Cheri Samba, Goncalo Mabunda, Abdoulaye Konate, Peju Alatise, William J. Kentridge, Justine Mahoney living in Africa by:</p> <p>a) gathering information through library studies, surfing the internet, visiting art studios, galleries, museums, exhibitions etc. watching short videos/documentaries or observing photographs of sample works of the collections of other Ghanaian and African artists. For</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>example, ‘Warrior’ an installation art by El-Anatsui (2015), and ‘Story Maps of no Location’, painting by Julie Mehretu;</p> <p>b) talking about the works of the artists in relation to the history and culture of the people of Africa;</p> <p>c) identifying and discussing various items (symbols) found in the works being studied that reflect the history and culture of the people of Africa;</p> <p>d) 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>- Medium of expression.</li> </ul> <p>Assessment: let learners describe some visual artworks created by Ghanaian and other African visual artists living in Africa and examine how the artworks reflect the history and culture of the people in Africa</p>	
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Vetted by : ..... Signature: ..... Date : .....

SUBJECT: GHANAIAI 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> Songs Poems	
<b>Indicator (code)</b>	B5.1.1.1.1.:	B5.1.3.1.1	B5.1.3.1.2
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.3.1.	B5.1.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</li> <li>• Learners should explore a poem of about six to seven lines correctly</li> <li>• Learners should recognise the key words in the poem and discuss the theme of the poem.</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

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Show a clip of a baby crying to learners.</li> <li>• Ask learners to tell you what a mother does when a child is crying.</li> <li>• Discuss the answers with the learners and talk about what a lullaby is.</li> <li>• Play a recorded cradle song or lullaby to the hearing of learners.</li> <li>• Lead learners to sing cradle songs/lullaby with correct rhythm.</li> <li>• Allow individual learners to sing a lullaby.</li> <li>• Let learners brainstorm the importance of lullaby.</li> <li>• Lead them to discuss the importance of cradle songs to the baby.</li> <li>• Write some of the benefits discussed on the board, and allow learners to copy them into books. E.g. It makes the baby sleep. It makes the baby happy. It enables the baby to play.</li> <li>• Assist learners to discuss the importance of cradle songs to the mother and caretaker. E.g. It allows the mother to do her work. It helps the mother to rest etc.</li> <li>• Write the outcome from the discussion with the learners.</li> <li>• Let learners role play mother singing a lullaby and holding a child.</li> </ul> <p>Assessment: let learners sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker.</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 a learner to explore a poem and listen to a poem accompanied by audio.</li> <li>• Let the learners perform the gestures that accompany the poems.</li> <li>• Explore a poem for learners to listen.</li> <li>• Lead learners to explore poems correctly</li> </ul> <p>Assessment: let learners describe a poem of about six to seven lines correctly</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>



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	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners listen to a poem recital.</li> <li>• Read a poem and discuss key issues in the poem.</li> <li>• Let learners explore poems they know.</li> <li>• Lead learners to recognise the key words in the poem they explore.</li> <li>• Put learners into groups and let the groups discuss the key issues and present to the class.</li> <li>• Allow a learner to explore a poem for learners to listen.</li> <li>• Allow learners to write down what they think about the poem and let them discuss.</li> <li>• In groups, help learners to discuss the theme of the poem.</li> </ul> <p>Assessment: let learners identify the key words in the poem and discuss the theme of the poem.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
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Vetted by : ..... Signature: ..... Date : .....

**TERM ONE**  
**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. Songs , Poems B. Phonics C. Nouns D. Paragraph Development E. Using Capitalisation F. Building the Love and Culture of Reading	
<b>Indicator (code)</b>	(B5.1.1.1.1 B5.1.3.1.1) B5.2.2.1.1 B5.3.1.1.1 B5.4.3.1.1 B5.5.1.1.1. B5.6.1.1.1.		
<b>Content standard (code)</b>	(B5.1.1.1. B5.1.3.1.) B5.2.2.1. B5.3.1.1. B5.4.3.1. B5.5.1.1. B5.6.1.1..		
<b>Performance Indicator</b>	A. Learners can explain the central messages in songs. Respond to poems by discussing their central messages and expressing own opinion B. Learners can Apply common phonic generalisations (e.g. hard and soft “c” and “g”) when reading continuous texts. C. Learners can identify and use: nouns - refer to festivals; Count/non-count, Singular, Plural (regular, irregular), plural without plural marker, D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audiences 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 Follow appropriate mechanical convention 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>			
<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 sing some familiar patriotic songs.</li> <li>• Have learners listen to you sing a selected song.</li> <li>• Guide learners to sing lines of the song with appropriate stress and rhythm.</li> <li>• Let them sing individually and in groups.</li> <li>• Using questions discuss the central message of the target song: Who composed this song? What is the song telling us?</li> <li>• Invite individuals to explain the central message(s) of the song.</li> <li>• Ask learners to recite a poem of their choice with actions.</li> <li>• Choose a poem appropriate for the grade level.</li> <li>• Recite and act out the poem as learners listen attentively to you and observe.</li> <li>• Allow some individual learners to recite as others listen.</li> <li>• Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm.</li> </ul> <p>Assessment: let learners explain the central messages in songs and poems</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	<p>B.READING</p> <p>e.g. “c” as in country and cell “g” as in gain and age</p>	What have we learnt today?

	familiar rhymes	<ul style="list-style-type: none"> <li>• Review the hard form of the sound, e.g. “c” as in cut; “g” as in get.</li> <li>• Introduce the soft form using lots of examples, e.g. “c” as in centre, cent, circle; “g” as in gent, gin, etc.</li> <li>• In groups, encourage learners to come out with words in which the sounds occur.</li> <li>• Have each group read their words to the class and then publish it on the walls of the classroom for learners to go round to read.</li> </ul> <p>Assessment: let learners mention words in which the sounds occur.</p>	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p><b>C.GRAMMAR</b> Proper nouns</p> <ul style="list-style-type: none"> <li>• Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo.</li> <li>- In pairs have learners give more examples of festivals and write them as proper nouns.</li> </ul> <p>Count and non-count nouns.</p> <ul style="list-style-type: none"> <li>• Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.)</li> <li>• Elicit examples from learners.</li> <li>• Briefly discuss what common nouns are giving and eliciting several examples.</li> <li>• Use several examples to explain and exemplify count and non-count nouns and provide activities for practice.</li> </ul> <p>Assessment: let learners use nouns to form sentences</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p><b>D.WRITING</b></p> <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. Narration</li> <li>iii. Description</li> <li>iv. Comparison</li> <li>v. Problem solution</li> <li>vi. Classification</li> <li>vii. Argument</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<ul style="list-style-type: none"> <li>• Put learners into 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:               <ol style="list-style-type: none"> <li>i. Mode of writing/types of essay</li> <li>ii. Purpose</li> <li>iii. Audience</li> </ol> </li> </ul> <p>Assessment: let learners choose one of the modes of writing, to write on</p>	
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 mark, 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>• 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>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> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.1.3	B5.1.1.1.4	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	Learners can identify numbers in different positions around a given number in a number chart 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>			
<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>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 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" data-bbox="456 443 1138 762"> <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	<p>Review the lesson with Learners</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																																		
<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>Display a number chart in multiples of 1,500 between 10,000 and 1000,000 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" data-bbox="456 1230 1157 1549"> <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	<p>Review the lesson with Learners</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																																		
<p>Wednesday</p>	<p>Sing songs like:  I'm counting</p>	<p>Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 is 1,000 less than 133,400 Learners use words such as: "equal to" "greater than" "less than" and later use</p>	<p>Review the lesson with Learners</p>																																				



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	one, what is one	<p>symbols such as “&lt;”, “=”, “&gt;” to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 &gt; 132,635</p> <p>Assessment: have learners to practice with more examples</p>	
Thursday	<p>Sing songs like:</p> <p>I’m counting one, what is one</p>	<p>Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. 1020, 1025, 2673, 2873,</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>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 1022345 and 1022534; 1022345 is less than (smaller than) than 1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc</p> <p>Assessment: have learners to practice with more examples</p>	Review the lesson with Learners

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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> DIVERSTY OF MATTER		<b>Sub-strand :</b> LIVING AND NON-LIVING THINGS	
<b>Indicator (code)</b>	B5.1.1.1.1		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can know the life processes of living things (growth, sensitivity to the environment, respiration and excretion)		
<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	Engage learners to watch pictures or animated videos of different living things (e.g. birds, insects, trees, reptiles, mammals, etc.) and comment on them. <ul style="list-style-type: none"> <li>• Ask learners to identify the names of the living things from the video.</li> <li>• Use relevant examples and illustrations to demonstrate or explain sensitivity, respiration and excretion as life processes.</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		Assessment: let learners explain excretion as life processes.	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Assist learners to understand growth by observing a seedling and a mature plant of the same kind.</li> <li>• Let learners breathe in and out to demonstrate respiration.</li> </ul> <p>Plants show movement within their parts and animals move from place to place.</p> <p>Assessment: let learners explain respiration as life processes.</p>	<p>What have we learnt today?</p> <p>Project: Learners plant a seed and observe its growth pattern.</p> <ul style="list-style-type: none"> <li>• Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen and straw for the next lesson</li> </ul>

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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> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>		History curriculum Page	
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes  How did our ancestors live? Compare how our ancestors lived and how we live today?	1. Identify the kinds of food they ate, the clothes they wore and how they travelled etc.  2. Compare life today to life in ancient days. e.g. Food eaten, Clothes worn, Mode of travel, buildings, Communication, Trading, Professions and Technology.  Assessment: let learners compare life today to life in ancient days.	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	Produce a photo album (Tactile photo album for visually impaired) of family members including learners.  Assessment: let learners produce a photo album	What have we learnt today?  To Visit ancient sites and museums as next 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 : ALL ABOUT US</b>		<b>Sub-strand : Nature of God</b>	
<b>Indicator (code)</b>	B5.1.1.1.1.		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain that human beings are unique compared to other creatures		
<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 reflect and make a poster on the characteristics of human beings that make them different from other creatures e.g. having a unique personality, ability to be creative and think rationally, ability to communicate and collaborate, ability to exercise judgement and make choices between right and wrong, ability to learn. Learners display their posters for class discussion and peer-review	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		Assessment: Let learners make a poster on the characteristics of human beings that make them different from other creatures	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners reflect on why God created human beings and why God made man different from other creatures. Learners debate on the topic 'animals do not reason'.  Assessment: Let learners write a debate on the topic 'animals do not reason'.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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

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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 : MOTOR SKILL AND MOVEMENT PATTERNS</b>		<b>Sub-strand : LOCOMOTOR SKILLS</b>	
<b>Indicator (code)</b>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can skip and leap continuously		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Cones	
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learners bend their knees, push against the ground to skip and leap as many times as they can at their own pace in a demarcated area. Learners practice the activities as individuals and in groups at their own pace. Organise competitions for learners in groups. End the lesson with cool down activities and use questions to summarise the lesson	What have we learnt today?  Use answers to summarise the lesson.



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	prevent injuries		
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NANA FIIFI ACQUAH SCHOOL

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> His Creation and Attributes		<b>Sub-strand :</b> God the Creator	
<b>Indicator (code)</b>	B5.1.1.1.1:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can explain how special each individual is.		
<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>Put learners into groups according to: height, colour, mass, intelligence, etc.</li> <li>Let learners put in writing how different they are from each other.</li> </ul> Assessment: let learners write how different they are from each other	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> INTRODUCTION TO COMPUTING		<b>Sub-strand :</b> INTRODUCTION TO MS-WINDOWS INTERFACE	
<b>Indicator (code)</b>	B5.1.1.1.1.	B5.1.2.1.2	B5.1.2.1.3
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.2.1.	B5.1.2.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can list the features of Windows Interface</li> <li>• Learners can personalise the Desktop Background and edit its images (e.g. image, icons and Taskbar of the background).</li> <li>• Learners can recognise how to customise the Desktop Background using Change Background, Start menu and Pin to taskbar or start 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 familiar rhymes	Guide learners to list the features (i.e. Start Menu Returns, Cortana on Desktop, Xbox App, Project Spartan Browser, etc.) and compatibility issues of Windows 10. Do this by using leading questions, or any other method.	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>Guide learners to create their own background picture using any application (e.g. paints). Guide them to use it as background picture.</p> <p>Guide learners to identify and use task bar, start menu, etc.</p> <p>Assessment: Let learners create their own background picture using any application</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> Performing Arts		<b>Sub-strand :</b> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5 2.1.1.1		
<b>Content standard (code)</b>	B5 2.1.1.		
<b>Performance Indicator</b>	Learners can Explore and study some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ Study the compositions and performances of Ghanaian and other African performing artists (e.g. Salif Keita, Angelique Kidjo, Chinua Achebe, Jack Mapanje, Dada Masilo, Anton Robert Krueger, Hugh Masekela, Miriam Makeba, Asabea Cropper, John Okafor, Ositalkema) by	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>a) gathering information through OERs: library studies, internet surfing recorded videos, documentaries and other social media, as well as visits to recording studios, theatre, festival, cultural performances, concert parties, For example, ‘Things fall Apart’ by Chinua Achebe, and ‘Shaka the Zulu’ a South African television series was written by Joshua Sinclair and directed by William C. Faure;</p> <p>b) appreciate: discuss the compositions and performances of selected artists and find out how their works reflect the history and culture of Africans;</p> <p>Assessment: let learners describe some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of Africa</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to: write a brief about any of the artists of their choice 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 compositions and performances</li> <li>- Title of some works</li> <li>- Style.</li> </ul> <p>Assessment: let learners describe some compositions and performances of Ghanaian and other African performing artists living in Africa and discuss how their works reflect the history and culture of the people of 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: 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> Listening and Story Telling Dramatisation and Role Play		
<b>Indicator (code)</b>	B5.1.4.1.1..	B5.1.4.1.2	B5.1.5.1.1	B5.1.5.1.3
<b>Content standard (code)</b>	B5.1.4.1...	B5.1.4.1.	B5.1.5.1.	B5.1.5.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should retell a folktale of about five scenes and discuss the moral/values of it.</li> <li>• Learners should recognise the characters in the folktales.</li> <li>• Learners should narrate a story of about six to seven characters and recognise the characters, setting and stage.</li> <li>• Learners should perform a drama of about six to seven characters.</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

	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Ask learners to say what is done in the evenings when there are no electrical gadgets around.</li> <li>• Discuss answers with learners and talk about folktales.</li> <li>• Tell a folktale to learners.</li> <li>• Allow learners to retell the folktale.</li> <li>• Allow learners to discuss the structure of, and the values/moral lessons in the folktale.</li> <li>• In groups, let learners summarise the structure and values of folktales and present to the class.</li> </ul> <ul style="list-style-type: none"> <li>• Let a learner tell a folktale and discuss key issues among themselves.</li> <li>• Allow learners to recognise the characters in the folktales.</li> <li>• Let learners write briefly on the characters identified</li> </ul> <p>Assessment: let learners retell a folktale of about five scenes and discuss the moral/values of it and identify the characters in the folktales</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>• Assist learners to read a story of about three paragraphs long.</li> <li>• Discuss some unfamiliar words with learners.</li> <li>• Let learner retell the story in groups.</li> <li>• Discuss key considerations in issues in changing a story to a drama.</li> <li>• Show a video clip to learners.</li> <li>• Put learners in groups to retell the story.</li> <li>• Discuss with learners the features of a drama.</li> <li>• Show learners the processes involved in changing a story into drama.</li> <li>• Assist learners to recognise the characters, setting, costumes and the stage in a drama composed from the story.</li> </ul> <p>Assessment: let learners narrate a story of about six to seven characters</p>	<p>What have we learnt today?</p>  <p>Review the lesson with learners</p>
	<p>Engage learners to</p>	<ul style="list-style-type: none"> <li>• Revise the features of a drama and the processes or ways to change a story into a drama.</li> </ul>	<p>What have we learnt today?</p>



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	sing songs and recite familiar rhymes	<ul style="list-style-type: none"><li>• Let learners mention some of the key points to be considered in turning a story into a drama.</li><li>• Direct learners to perform a drama piece with the story line.</li></ul> <p>Assessment: let learners perform a drama of about six to seven characters.</p>	Review the lesson with learners
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**TERM ONE**  
**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. STORY TELLING B. Word Families C. Nouns D. Paragraph Development E. Using Punctuation F. Building the Love and Culture of Reading				
<b>Indicator (code)</b>	B5.1.4.1.1	B5.2.3.1.1	B5.3.1.1.2.	B5.4.3.1.1	B5.6.1.1.1.	B5.5.2.1.1.
<b>Content standard (code)</b>	B5.1.4.1.	B5.2.3.1.	B5.3.1.1.	B5.4.3.1.	B5.6.1.1.	B5.5.2.1.
<b>Performance Indicator</b>	A. Learners can demonstrate understanding of lessons in stories by making relevant comments B. Learners can use common minimal pairs to decode words. e.g. –sash, wash C. Learners can Identify and use: nouns - refer to festivals; Count/non-count, Singular, Plural (regular, irregular), plural without plural marker D. Learners can Choose appropriate ways and modes of writing for a variety of purposes, audiences 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 punctuations: (the comma) to write an address; (the apostrophe) in contraction 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 Tell a story using the appropriate procedure or stages. With examples, guide learners to identify the beginning, middle and ending.  Invite learners to retell story sequentially.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Story Element:</td> <td>What are the key details about this story?</td> </tr> <tr> <td>Who is the main character?</td> <td></td> </tr> <tr> <td>What is the setting?</td> <td></td> </tr> <tr> <td>What event(s) happened at the beginning of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the middle of the story?</td> <td></td> </tr> <tr> <td>What event(s) happened at the end of the story?</td> <td></td> </tr> </table> <p>Have learners take turns to comment on the story.</p>	Story Element:	What are the key details about this story?	Who is the main character?		What is the setting?		What event(s) happened at the beginning of the story?		What event(s) happened at the middle of the story?		What event(s) happened at the end of the story?		<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Story Element:	What are the key details about this story?														
Who is the main character?															
What is the setting?															
What event(s) happened at the beginning of the story?															
What event(s) happened at the middle of the story?															
What event(s) happened at the end of the story?															

		Assessment: let learners take turns to comment on the story.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p><b>B.READING</b></p> <ul style="list-style-type: none"> <li>• Give examples of minimal pairs, e.g. watch, catch</li> <li>• In groups let learners come up with more examples</li> <li>• Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth</li> <li>• Drill learners on pronunciation of words.</li> <li>• Learners read the words containing minimal pairs, e.g. church, search, perch, fetch.</li> <li>• Work together with learners to write simple sentences with the minimal pairs.</li> <li>• Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words.</li> </ul> <p>Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart</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>Singular and Plural (regular, irregular) nouns</p> <ul style="list-style-type: none"> <li>• Introduce singular and plural nouns in context. e.g. I need a table. Can you give me one of these tables? This child looks sick, but those children look healthy.</li> <li>• Have learners read the sentences and observe the underlined words.</li> <li>• Show pictures of objects/people to help learners to identify regular and irregular nouns e.g. picture of a child, and a picture of children.</li> <li>• Guide learners to discover the difference between regular and irregular plural forms: <ul style="list-style-type: none"> <li>– Regular count nouns take s or es to form their plural. e.g. table – tables, chair – chairs</li> <li>– Irregular count nouns are nouns that do not take s or es to form their plural. e.g. child – children; ox – oxen; man – men; goose – geese</li> </ul> </li> </ul> <p>Plural nouns without plural markers</p> <ul style="list-style-type: none"> <li>• Have learners discover the plural nouns without plural marker in context.</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>E.g. The sheep are grazing outside. I met a lot of people at the party.</p> <p>Assessment: let learners use nouns to form sentences</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <ul style="list-style-type: none"> <li>Put learners into small groups and assign each group a mode of writing</li> </ul> <p>Examples of modes of writing.</p> <ol style="list-style-type: none"> <li>Process</li> <li>Narration</li> <li>Description</li> <li>Comparison</li> <li>Problem solution</li> <li>Classification</li> <li>Argument</li> </ol> <ul style="list-style-type: none"> <li>Have learners study the sample text.</li> <li>Guide them through appropriate questions to identify the:                     <ol style="list-style-type: none"> <li>Mode of writing/types of essay</li> <li>Purpose</li> <li>Audience</li> </ol> </li> </ul> <p>Jumble the paragraphs and have learners in groups rearrange the paragraphs into a coherent piece.</p> <ul style="list-style-type: none"> <li>Encourage learners to use search engines to search for the different modes of writing they have studied.</li> <li>Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode.</li> </ul> <p>Assessment: let learners choose one of the modes of writing, to write on</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>Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</li> <li>Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time e.g. I live at Adu Street, Adukrom. They can't do the work.</li> <li>Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs</li> </ul>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		<p>of learner’s unpunctuated sentences/texts to punctuate.</p> <p>Assessment: Give learners unpunctuated sentences/texts to punctuate.</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>• 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>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> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.1.5	B5.1.1.1.6	
<b>Content standard (code)</b>	B5.1.1.1.	B5.1.1.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens.</li> <li>Learners can skip count forwards and backwards in 500s 1000s etc. up to and from 100,000</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</p>	<p>Learners round off numbers to the nearest 10,000, 1000 and 100. For instance; 129,500 is approximately 130,000 and 19100 as approximately 19,000</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 1 - One is one alone, alone it shall be.</p>	<p>2 Learners round up and round down to estimate sums and differences NB: 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</p> <table border="1" data-bbox="456 716 1122 1108"> <thead> <tr> <th>214765</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>214770</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> <p>Assessment: have learners to practice with more examples</p>	214765	Round up	Round down	Round off	to the nearest ten	214770	214760	214770	to the nearest hundred	214800	214700	214800	to the nearest thousand	215000	214000	215000	<p>Review the lesson with Learners</p>
214765	Round up	Round down	Round off																
to the nearest ten	214770	214760	214770																
to the nearest hundred	214800	214700	214800																
to the nearest thousand	215000	214000	215000																
<p>Wednesday</p>	<p>Sing songs like:  I'm counting one, what is one.</p>	<p>Put learners into convenient groups. A learner mention a number and another makes skip count in 500s or 1000s to include the fifth count. For instance. Learner 1: Shout out "15290" skip counting up in 500s Learner 2: 15790, 16290, 17290, 17790, 18290, etc. Learner 3; Shout out "31285" skip counting up in 1000s Learner 4; 32285, 33285, 34285, 35285, 36285....etc</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</p>	<p>Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error.</p>	<p>Review the lesson with Learners</p>																

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	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like:  I'm counting one, what is one.	Skip count forwards and backwards by 50s and between 1000 and 10000 that are multiples of 50s and 100s but make an error or leave out a number. Challenge learners to identify or correct error.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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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 : DIVERSITY OF MATTER</b>		<b>Sub-strand : MATERIALS</b>	
<b>Indicator (code)</b>	B5.1.2.1.1		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can classify everyday materials based on their properties (soft, hard, rough, smooth, opaque, transparent and bendable)		
<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>Learners to collect and bring a variety of everyday materials from the home, school and community. Examples should include cotton wool, pieces of cloth, pieces of paper, cardboard, wood, plastics, polythene bags (coloured and transparent), soil samples, marbles (rough and smooth) chalk, crayon, pen and straw.</li> <li>Learners are assisted to sort and group the materials based on texture (hard or soft), and size (big or small).</li> </ul>	What have we learnt today?  Ask learners to summarize the important points of the lesson

		<ul style="list-style-type: none"> <li>• Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque).</li> <li>• Learners sort the materials into those that can bend and those that cannot bend.</li> <li>• Learners feel and draw materials that are hard, soft, smooth, etc.</li> <li>• Learners are tasked to display their drawings in class for discussion.</li> </ul> <p>Assessment: let learners classify everyday materials based on their properties</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>• Learners are assisted to know that the properties of a given material enable it to be used for making certain products, e.g. clay is used for making pots because it can be moulded without breaking. Raffia palm is used in basketry because it can bend easily.</li> <li>• Learners work in groups to classify different materials based on various similarities and differences.</li> </ul> <p>Project: Learners use different materials to create new items such as paper fans, toy cars, toy planes, cooking pans, hats and earthenware pots and bowls and exhibit their work.</p> <p>Assessment: let learners identify properties of a given material enable it to be used for making certain products,</p>	<p>What have we learnt today? Ask learners to summarize the important points of 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> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe how our ancestors lived in ancient times (before the 15th century) and compare it with how we live today.		
<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	Visit ancient sites and museums  Assessment: let learners describe how our ancestors lived in ancient times	What have we learnt today?
Thursday	Engage learners to sing songs	Use videos/ documentaries/internet to highlight how life today has changed from the past	What have we learnt today?

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	and recite familiar rhymes	Assessment: let learners compare life today to life in ancient days.	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 : ALL ABOUT US</b>		<b>Sub-strand : Myself</b>	
<b>Indicator (code)</b>	B5.1.2.1.1.		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can describe changes 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>	<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 brainstorm on the term, Adolescence e.g. Young people are people within the ages 10 -24 and the adolescent falls within this group. Adolescence is a period of transition between childhood and adulthood. It occurs between the ages of 10 and 19 years (WHO, 1968).	What have we learnt today?  Ask learners to summarize the main points in the lesson

		<p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.</p> <p>Physical changes in boys e.g. breaking of voice, broadening of the chest, enlargement of testes and penis, growth of armpit, facial and pubic hair, acquisition of excess energy, acne (pimples) may develop on the face, growth in height and weight,</p> <p>Some physical changes in girls e.g. development of breast, broadening of hips, growth of armpit and pubic hair, onset of ovulation and menstruation, acquisition of excess</p> <p>Assessment: Let learners describe physical changes that occur during adolescence</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Group learners in their sex groups to discuss the changes that take place in their own sex during adolescence and present to class e.g.</p> <p>Some emotional and psychological changes in both boys and girls e.g. easily irritated (anger), worry/fear, love (strong attachment to the opposite sex), shyness, excitement, happiness/sadness, adventurous</p> <p>Assessment: Let learners describe emotional and psychological changes 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: FIVE

<b>Week Ending:</b>		<b>Class size:</b>	
<b>Day :</b>		<b>Date :</b>	
<b>Period :</b>		<b>Lesson :</b>	
<b>Strand :</b> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B5.1.2.1.1		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can roll ball using a stick through obstacles (arranged cones)		
<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	Arrange ten cones in a straight form and zigzag. Learners roll balls through in turns. As learners move, the teacher checks their movements, control of the balls with the stick and gives corrective feedback for correct mastery of skill. Learners are allowed to progress at their own pace during practice. Organise competition for learners. End the lesson with cool down activities and use questions to summarise the lesson.	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: FIVE

<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>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can state the qualities of God that humankind should demonstrate.		
<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 mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc.</li> <li>Let learners discuss among those qualities of God they should possess to make them God’s children</li> </ul> Assessment: let learners state the qualities of God that humankind should demonstrate	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 : INTRODUCTION TO COMPUTING</b>		<b>Sub-strand : DATA, SOURCES AND USAGE</b>	
<b>Indicator (code)</b>	B5.1.3.1.1.	B5.1.3.1.2	B5.1.3.1.3 B5.1.3.1.4
<b>Content standard (code)</b>	B5.1.3.1.	B5.1.3.1.	B5.1.3.1. B5.1.3.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners can use strategies for identifying data from results of an experiment.</li> <li>• Learners can identify primary sources of information e.g. photographs, audio, video recordings, letters etc.</li> <li>• Learners can identify secondary sources of information e.g. radio, fax, telephones calls, SMS etc.</li> <li>• Learners can demonstrate sending and sharing information e.g. arranging data, 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	Guide learners to identify the types of data (qualitative and quantitative) by asking leading questions. Task them to convert data from one format to another without losing its value.	What have we learnt today?

	<p>familiar rhymes</p>	<p>Guide learners to mention or talk about primary sources of information. Task learners to record data from the primary source and bring them to class for discussion. List items recorded and ask learners to group according to their similarities.</p> <p>Guide learners to mention or talk about where one can receive or send information by asking leading questions. Task learners to record data from the news on the radio and bring to class for discussion. List items recorded and ask learners to group according to their similarities.</p> <p>Task learners to sort data in alphabetical order (increasing and decreasing order) and perform basic calculations such as multiplying, dividing and adding vales of sample data.</p> <p>Learners can also be guided to generate age data from their dates of birth.</p> <p>NB: recall content in B4 and add to it.</p> <p>Assessment: Let learners sort data in alphabetical order</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> Thinking and Exploring Ideas	
<b>Indicator (code)</b>	B5 1.2.2.1		
<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 the physical and social environments of some African communities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	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 materials and tools that are good for making artworks ☐ study and experiment with available materials and tools to create simple artworks that reflect the physical and social environments of some African communities 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> </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>☑ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</p>	
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p>	<p>Learners are to:</p> <p>explore the local environment to select available materials and tools that are good for making artworks</p> <p>☑ study and experiment with available materials and tools to create simple artworks that reflect the physical and social environments of some African communities using appropriate methods and skills: e.g.</p> <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> <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>☑ discuss and compare their artworks to the artworks studied.</p> <p>Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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SUBJECT: 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> Phonics: Letter Sound Knowledge	
<b>Indicator (code)</b>	B5.2.4.1.1	B5.2.4.1.2	B5.2.4.1.3
<b>Content standard (code)</b>	B5.2.4.1.	B5.2.4.1.	B5.2.4.1.
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>• Learners should read and recognise words with familiar sounds..</li> <li>• Learners should read and recognise diagraphs in words found in paragraphs.</li> <li>• Learners should blend two or more syllables to form words and read them</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>• Ask learners to mention some sounds of the letters of the alphabet.</li> <li>• Write down some of these sounds on the board.</li> <li>• Select one sound and lead learners to form words using that sound.</li> </ul>	What have we learnt today?



		<ul style="list-style-type: none"> <li>• Read to learners words with familiar sounds.</li> <li>• Assist learners to read and recognise word with familiar sounds at word medial.</li> <li>• Read to learners some simple poems.</li> <li>• In groups, lead learners to read simple poems of about ten lines.</li> <li>• Ask learners to note the words in the poems that have similar sounds.</li> <li>• Group the words identified and categorise them into words with similar sounds.</li> </ul> <p>Assessment: let learners identify words with familiar sounds..</p>	<p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Group the words into two: those without diagraphs and those with diagraphs.</li> <li>• Write out the diagraphs on the board and pronounce them to the hearing of learners.</li> <li>• Assist learners to recognise diagraphs in the words in a given paragraph.</li> <li>• Call learners to write the diagraphs identified from the words on the board.</li> <li>• Group the diagraphs and put learners into groups and ask learners to form more words with the diagraph assigned to each group.</li> </ul> <p>Assessment: let learners identify diagraphs in words found in paragraphs.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	<p>Engage learners to sing songs and recite familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Let learners mention some words and write them on the board.</li> <li>• Divide the words into syllables and discuss with learners.</li> <li>• Allow learners to use some of the syllables to form new words.</li> <li>• Let learners say the words to the class and write some on the board. .</li> <li>• Assist learners to blend two or more syllables to form words and read them.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"><li>• Let learners use some of the words to form sentences orally.</li></ul> <p>Assessment: let learners blend two or more syllables to form words and read them</p>	
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**TERM ONE  
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. Dramatization 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>	B5.1.5.1.1.	B5.2.4.1.1	B5.3.2.1.1	B5.4.3.1.2	B5.5.2.1.1.	B5.6.1.1.1.
<b>Content standard (code)</b>	B5.1.5.1.	B5.2.4.1.	B5.3.2.1.	B5.4.3.1.	B5.5.2.1.	B5.6.1.1.
<b>Performance Indicator</b>	A. Learners can use costume to dramatise or role-play parts/whole of stories B. Learners can use closing diphthongs, e.g. /aʊ/, /eʊ/to make meaningful sentences C. Learners can identify and use indefinite and definite articles “a” and “an” to refer to a person, animal, event, time or objects in general D. Learners can identify the main idea and minor ideas/supporting details in a paragraph E. Learners can use punctuations: (the comma) to write an address; (the apostrophe) in contraction 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	<b>A.ORAL LANGUAGE</b> <ul style="list-style-type: none"> <li>• Lead learners to select a familiar story for dramatisation.</li> <li>• Ask questions to review the story.</li> <li>• Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines.</li> <li>• Invite groups to perform for the class to critique their performances.</li> </ul> <p>Assessment: let learners costume to dramatise or role-play parts/whole of stories</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<b>B.READING</b> <ul style="list-style-type: none"> <li>• Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences.</li> <li>• Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eŪ/ - go, no, boat, load etc. /aŪ/ - how, fowl etc.</li> </ul> <p>Note: Do not write the symbols of the sounds</p> <ul style="list-style-type: none"> <li>• Learners read and identify the common sound in the words. In groups learners make a list of words containing diphthongs and use some in sentences e.g. she says today is pay day.</li> </ul> <p>Assessment: let learners use closing diphthongs, e.g. /aŪ/, /eŪ/to make 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><b>C.GRAMMAR</b></p> <ul style="list-style-type: none"> <li>• Provide an appropriate text containing abstract, concrete nouns.</li> <li>• Revise the lesson on nouns. Use the same text to introduce definite, indefinites and zero articles. Guide learners with examples to list the articles in the passage.</li> <li>• Help learners to form sentences using the articles.</li> </ul> <p>Assessment: let learners use indefinite and definite articles “a” and “an” to form sentences</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>• Display a Model Paragraph, e.g. The children of Boti go to great lengths to seek the power of education and reading. For example, they build their own school at the beginning of the year! To do this, they use mud to make bricks to build the walls and desks. They use grass and saplings and make a roof. Also, the children of Boti work very hard studying during the school year. Every day they learn something new. Finally, at the end of the year, their minds become fat with knowledge. This is how the children of Boti work hard to seek the power of education and reading.</li> <li>• Have learners read it (or read it to them). Have them do Think-Pair-Share and answer the questions: i. What is this paragraph about? ii. How do you know?</li> <li>• Guide learners towards the idea that the main idea of the paragraph is revealed in the first sentence. Underline the first sentence of the paragraph and write “Topic Sentence” in the margin next to it.</li> <li>• Guide learners to identify the details of the paragraph and the sentences that contain these details.</li> <li>• Repeat the same process for other sentences.</li> <li>• Have learners write their own paragraphs (Guide them to select a topic). Move round to support them.</li> </ul> <p>Assessment: let learners identify the main idea and minor ideas/supporting details in a paragraph</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>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>• Revise the use of the comma before and after "Yes" and "No" in sentences; after addressing a person, e.g. Kofi, can you help me?</li> <li>• Introduce the use of the comma to write an address, and the apostrophe in contraction in context. Provide sample sentences/texts for learners to identify the target punctuations. Introduce one punctuation at a time e.g. I live at Adu Street, Adukrom. They can't do the work.</li> <li>• Have learners practise using the comma to write an address, and the apostrophe in contraction. Give pairs of learners unpunctuated sentences/texts to punctuate.</li> </ul> <p>Assessment: Give learners unpunctuated sentences/texts to punctuate.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
<p>Friday</p>	<p>Guide learners to choose and read books during the library period</p>	<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>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> Number		<b>Sub-strand :</b> Counting, Representation & Cardinality	
<b>Indicator (code)</b>	B5.1.1.2.1	B5.1.1.2.2	
<b>Content standard (code)</b>	B5.1.1.2.	B5.1.1.2.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can recognize roman Numerals system up to C (i.e. 100)</li> <li>Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa</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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Monday	Sing songs like:  I'm counting one, what is one	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like:  I'm counting one, what is one .	Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5; IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:  I'm counting one, what is one	Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite 2-3 learners to read to the class. Call a Roman numeral and ask learners to write  Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like:  I'm counting one, what is one	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like:  I'm counting one, what is one	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, ETC.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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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 : CYCLES</b>		<b>Sub-strand : EARTH SCIENCE</b>	
<b>Indicator (code)</b>	B5.2.1.1.1		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can know how day and night are formed		
<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>Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe.</li> <li>Learners are assisted to understand the terms, rotation and axis using a ball.</li> <li>Explain how the motion of the earth causes day and night, with the aid of a globe.</li> <li>Learners observe a demonstration of day and night, using appropriate materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</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, in their groups, demonstrate the formation of day and night using, polystyrene balls, ice-cream stick, torch, pen and globe.</li> </ul> <p>Assessment: let learners explain how day and night come about</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners explain how day and night come about and draw diagrams to represent their work.</p> <p>Assessment: let learners draw diagrams to represent how day and night come about.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of 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> My Country Ghana		<b>Sub-strand :</b> The People Of Ghana	
<b>Indicator (code)</b>	B5.2.1.1.2		
<b>Content standard (code)</b>	B5.2.1.1.		
<b>Performance Indicator</b>	Learners can describe some ancient towns in Ghana.		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	History curriculum Page		
<b>DAY</b>	<b>Phase 1:</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  Which were the	1. List some ancient towns and places in Ghana (Begho, Bono-Manso, Dawhenya, Eguafo, Kintampo, Salaga, Daboya). 2. Locate some of these towns and places on a map of Ghana.  Assessment: let learners list some ancient towns and places in Ghana	What have we learnt today?  Ask learners to summarize the main points in the lesson

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	<p>ancient towns in Ghana? Where were they located?</p>		
Thursday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p>Which were the ancient towns in Ghana? Where were they located? Who founded them?</p>	<p>Locate some of these towns and places on a map of Ghana.</p> <p>Use the internet to learn about these places and share in class</p> <p>Assessment: let learners locate some of these towns and places on a map of Ghana</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> ALL ABOUT US		<b>Sub-strand :</b> My Family and the Community	
<b>Indicator (code)</b>	B5.1.3.1.1.		
<b>Content standard (code)</b>	B5.1.3.1.		
<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>	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 mention behaviours and attitudes needed to be a committed family member e.g. taking part in family activities, obedience to elders of the family, respect for family members, accepting responsibility (performing assigned duties), taking initiatives, helping needy relatives, be present at family meetings, respond to family needs, etc.  Learners talk about the need to be a committed family member e.g. to promote unity, to gain respect, to bring	What have we learnt today?  Ask learners to summarize the main points in the lesson

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		<p>unity and peace in the family, to strengthen the family support system, to be considered a trustworthy person, etc.</p> <p>Assessment: Let learners explain the need to be a committed member of the family</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners role play commitment to the family. The role play should have as a climax reward for being committed.</p> <p>Assessment: Let learners explain the need to be a committed member of the family</p>	What have we learnt today?

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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> MOTOR SKILL AND MOVEMENT PATTERNS		<b>Sub-strand :</b> MANIPULATIVE SKILLS	
<b>Indicator (code)</b>	B5.1.2.1.2		
<b>Content standard (code)</b>	B5.1.2.1.		
<b>Performance Indicator</b>	Learners can perform simple small-group balance stunts by distributing weight and base of support		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Cones		
<b>Ref:</b>	PE curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to	Learner stands straight and hold on to another person. Rise up and move as high as possible and distribute body weight on toes. Organise competition for learners and use time declare winners based on how long it takes a member of the group loses a balance. End the lesson with cool down activities and use questions to summarise the lesson	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: FIVE

<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>	B5.1.1.1.2:		
<b>Content standard (code)</b>	B5.1.1.1.		
<b>Performance Indicator</b>	Learners can state how they can use their God-given unique qualities		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>		Pictures	
<b>Ref:</b>	RME curriculum Page		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> <li>Let learners, in pairs or in groups, discuss how they can use their God-given unique qualities:                             <ul style="list-style-type: none"> <li>Serve God and humankind,</li> <li>Protect and preserve the environment,</li> <li>Live together in harmony,</li> <li>Contribute to development, etc.</li> </ul> </li> <li>Let learners present their work for appreciation and discussion in class</li> </ul> <p>Assessment: let learners state how they can use their God-given unique qualities</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: FIVE

<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>	B5.1.4.1.1	B5.1.4.1.2.	
<b>Content standard (code)</b>	B5.1.4.1.	B5.1.4.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners can list the effects of technology on the community.</li> <li>Learners can explain the fundamentals of digital system components (hardware, software and networks).</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 investigate the types and importance of compression of document Positive effects – health care, education, manufacturing, agriculture etc. Negative effects – resource depletion ,pollution, privacy and security etc. Guide learners to brainstorm the basics of digital system components such as hardware, software and networks). Assessment: Let learners explain the fundamentals of digital system components	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 2.2.2.1		
<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 the history and culture of the people of Africa		
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
<b>Keywords</b>			
<b>T. L .R. (s)</b>	Pictures		
<b>Ref:</b>	Creative Arts curriculum		
<b>DAY</b>	<b>Phase 1:</b> Starter (preparing the brain for learning)	<b>Phase 2: Main</b> (new learning including assessment)	<b>Phase 3:</b> Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☑ 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

		<p>artists studied that reflect the history and culture of the people of Africa;</p> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that reflect the history and culture of the people of Africa</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>Learners are to:</p> <p>☑ 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.;</p> <p>☑ experiment with the available instruments, equipment, sounds, movement patterns, melody, etc. to perform some of the compositions of the Ghanaian artists studied that reflect the history and culture of the people of Africa;</p> <p>☑ discuss and share their experiences through peer review</p> <p>Assessment: let learners create own performing artworks that reflect the history and culture of the people of 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: 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> Phonics: Letter Sound Knowledge Vocabulary (Sight and content vocabulary)	
<b>Indicator (code)</b>	B4.2.4.1.4	B5.2.5.1.1	
<b>Content standard (code)</b>	B4.2.4.1.	B5.2.5.1.	
<b>Performance Indicator</b>	<ul style="list-style-type: none"> <li>Learners should recognise and say consonant clusters in words found in paragraphs</li> <li>Learners should read paragraphs of 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	<ul style="list-style-type: none"> <li>Let learners mention some words and write the words on the board.</li> <li>Discuss the words on the board and bring out the sound combination differences.</li> </ul>	What have we learnt today?

	<p>familiar rhymes</p>	<ul style="list-style-type: none"> <li>• Write out the consonant clusters found in the words on the board and read them aloud.</li> <li>• Let learners recognise words that contain consonant clusters in a given paragraph.</li> <li>• Let learners use the consonant clusters found to form new words</li> </ul> <p>Assessment: let learners say consonant clusters in words found in 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>• Write some sentences on flashcards and show them to learners.</li> <li>• Ask some of the learners to say the words and then read the sentences in full.</li> <li>• In groups, guide learners to read sentences aloud with correct pronunciation and tone.</li> <li>• Give a paragraph of a passage and allow learners to read in turns.</li> <li>• With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</li> <li>• Give passages of about three paragraphs, and let learners read in their groups.</li> <li>• Call leaders of the groups to read the whole passage to the class.</li> </ul> <p>Assessment: let learners read paragraphs of 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>• Write some sentences on flashcards and show them to learners.</li> <li>• Ask some of the learners to say the words and then read the sentences in full.</li> <li>• In groups, guide learners to read sentences aloud with correct pronunciation and tone.</li> <li>• Give a paragraph of a passage and allow learners to read in turns.</li> <li>• With sentences card and learners in groups, help learners to read paragraphs aloud with correct pronunciation and tone.</li> <li>• Give passages of about three paragraphs, and let learners read in their groups.</li> </ul>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

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		<ul style="list-style-type: none"><li>• Call leaders of the groups to read the whole passage to the class.</li></ul> <p>Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.</p>	
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