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

WHATSAPP 0245350591

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



GENERAL INFORMATION

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ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	PHONICS	PHONICS	VOCABULARY
	NOUNS	NOUNS	NOUNS
	PENMANSHIP AND	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
	HANDWRITING	HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
2	SONGS	SONGS	POEMS
	POEMS		
	PHONICS	WORD FAMILIES: MINIMAL PAIRS	VOCABULARY
		AND COMMON DIGRAPHS	
	NOUNS	NOUNS	NOUNS
	PARAGRAPH DEVELOPMENT	PENMANSHIP AND	PARAGRAPH DEVELOPMENT
		HANDWRITING	
	USING CAPITALISATION	USING CAPITALISATION	NAMING WORDS/NOUNS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
3	STORY TELLING	POEMS	DRAMATIZATION AND ROLE
			PLAY
	WORD FAMILIES	WORD FAMILIES: MINIMAL PAIRS	COMPREHENSION
		AND COMMON DIGRAPHS	
	NOUNS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING

NANA F	FIIFI ACQUAH		
4	DRAMATIZATION AND ROLE	STORY TELLING	CONVERSATION
	PLAY		
	DIPHTHONGS	BLENDS AND CONSONANT	COMPREHENSION
		CLUSTERS	
	DETERMINERS	DETERMINERS	DETERMINERS
	PARAGRAPH DEVELOPMENT	PARAGRAPH DEVELOPMENT	WRITING AS A PROCESS
	USING PUNCTUATION	NAMING WORDS/NOUNS	USING ACTION WORDS
	BUILDING THE LOVE AND	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	CULTURE OF READING	CULTURE OF READING	CULTURE OF READING
5		DRAMATIZATION AND ROLE PLAY	CONVERSATION
	DRAMATIZATION AND ROLE	BLENDS AND CONSONANT	SILENT READING
	PLAY	CLUSTERS	
	BLENDS AND CONSONANT	VERBS	VERBS
	CLUSTERS		
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
			WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
6	BUILDING THE LOVE AND	CONVERSATION - TALKING	LISTENING COMPREHENSION
	CULTURE OF READING	ABOUT ONESELF, FAMILY,	
	9h	PEOPLE, CUSTOMS,	
		SOCIAL/CULTURAL VALUES AND	
		MANNERS	
	CONVERSATION	VOCABULARY	FLUENCY
	VOCABULARY	VERBS	VERBS
	DETERMINERS	WRITING AS A PROCESS	PERSUASIVE/ARGUMENTATIVE
			WRITING
	WRITING AS A PROCESS	USING ACTION WORDS	USING CONJUNCTIONS

NANA F	IIFI ACQUAH		
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
7	BUILDING THE LOVE AND	LISTENING COMPREHENSION	PRESENTATION
	CULTURE OF READING		
	LISTENING	VOCABULARY	FLUENCY
	COMPREHENSION		
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY
			WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND
		ADJECTIVES	AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
8	BUILDING THE LOVE AND	ASKING AND ANSWERING	PRESENTATION
	CULTURE OF READING	QUESTIONS/ QUESTION TAGS	
	LISTENING	COMPREHENSION	SUMMARISING
	COMPREHENSION		
	VOCABULARY	VERBS	CONJUNCTIONS
	PRONOUNS	CREATIVE/ FREE WRITING	INFORMATIVE/EXPOSITORY
			WRITING
	NARRATIVE WRITING	USING QUALIFYING WORDS-	USING SIMPLE, COMPOUND
	9K	ADJECTIVES	AND COMPLEX SENTENCES
	NAMING WORDS/NOUNS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
9	BUILDING THE LOVE AND	GIVING AND FOLLOWING	PRESENTATION
	CULTURE OF READING	COMMANDS/	
		INSTRUCTIONS/DIRECTIONS AND	
		MAKING AND RESPONDING TO	
		REQUESTS	
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NANA F	IIFI ACQUAH	,	
	ASKING AND ANSWERING	COMPREHENSION	SUMMARISING
	QUESTIONS		
	LISTENING	ADVERBS	MODALS
	COMPREHENSION		
	ADJECTIVES	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND
			AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
		CULTURE OF READING	CULTURE OF READING
10	BUILDING THE LOVE AND	PRESENTATION	PRESENTATION
	CULTURE OF READING		
	GIVING AND FOLLOWING	COMPREHENSION	SUMMARISING
	COMMANDS		
	LISTENING	ADVERBS	MODALS
	COMPREHENSION		
	VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	CREATIVE/ FREE WRITING	USING ADVERBS	USING SIMPLE, COMPOUND
			AND COMPLEX SENTENCES
	USING ACTION WORDS	BUILDING THE LOVE AND	BUILDING THE LOVE AND
	9h	CULTURE OF READING	CULTURE OF READING
11	BUILDING THE LOVE AND	PRESENTATION	PRESENTATION
	CULTURE OF READING		
	PRESENTATION	SILENT READING	SUMMARISING
	LISTENING	IDIOMATIC EXPRESSIONS	PREPOSITIONS
	COMPREHENSION		
	VERBS	PERSUASIVE/ARGUMENTATIVE	LETTER WRITING
		WRITING	
	DESCRIPTIVE WRITING	USING SIMPLE PREPOSITIONS	SPELLING

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

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SCIENCE

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

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OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
2	NATURE OF GOD	MY FAMILY AND THE	MY FAMILY AND THE
		COMMUNITY	COMMUNITY
3	MYSELF	THE ENVIRONMENT AND THE	THE ENVIRONMENT AND THE
		WEATHER	WEATHER
4	MY FAMILY AND THE	FESTIVALS	BEING A CITIZEN
	COMMUNITY		
5	HOME AND SCHOOL	BASIC HUMAN RIGHTS	BEING A CITIZEN
6	THE ENVIRONMENT AND THE	BEING A LEADER	AUTHORITY AND POWER
	WEATHER		
7	PLANTS AND ANIMALS	BEING A CITIZEN	FARMING IN GHANA
8	MAP MAKING AND LAND	BEING A CITIZEN	OUR NEIGHBOURING
	MARKS		COUNTRIES
9	POPULATION AND	AUTHORITY AND POWER	OUR NEIGHBOURING
	SETTLEMENT		COUNTRIES
10	WORSHIP	AUTHORITY AND POWER	OUR NEIGHBOURING
			COUNTRIES
11	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES
12	WORSHIP	RESPONSIBLE USE OF	OUR NEIGHBOURING
		RESOURCES	COUNTRIES

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COMPUTING

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	GENERATION OF	GENERATION OF COMPUTERS	GENERATION OF
	COMPUTERS AND PARTS OF A	AND PARTS OF A COMPUTER	COMPUTERS AND PARTS OF A
	COMPUTER AND OTHER	AND OTHER GADGETS	COMPUTER AND OTHER
	GADGETS		GADGETS
2	INTRODUCTION TO MS-	INTRODUCTION TO MS-	INTRODUCTION TO MS-
	WINDOWS INTERFACE	WINDOWS INTERFACE	WINDOWS INTERFACE
	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND	(DESKTOP BACKGROUND AND
	LOCATIONS OF THE	LOCATIONS OF THE	LOCATIONS OF THE
	COMPUTER.)	COMPUTER.)	COMPUTER.)
3	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE	DATA, SOURCES AND USAGE
4	TECHNOLOGY IN THE	TECHNOLOGY IN THE	TECHNOLOGY IN THE
	COMMUNITY	COMMUNITY	COMMUNITY
	(COMMUNICATION)	(COMMUNICATION)	(COMMUNICATION)
		INTRODUCTION TO MS-	
		POWERPOINT (TABS AND	
	Coll.	RIBBONS OF MS-POWERPOINT)	
	elly,		
		INTRODUCTION TO WORD	
		PROCESSING (TABS AND	
		RIBBONS OF WORD	
		PROCESSING)	
5	INTRODUCTION TO MS-	INTRODUCTION TO	INTRODUCTION TO
	POWERPOINT (TABS AND	DATABASES, ALGORITHM AND	DATABASES, ALGORITHM AND
	RIBBONS OF MS-POWERPOINT)	PROGRAMMING	PROGRAMMING.

IVAINA FI	IFI ACQUAH INTRODUCTION TO WORD		
	PROCESSING (TABS AND		
	RIBBONS OF WORD		
	PROCESSING)		
6	INTRODUCTION TO	INTRODUCTION TO	INTRODUCTION TO
	DATABASES, ALGORITHM AND	ELECTRONIC	ELECTRONIC SPREADSHEET
	PROGRAMMING.	SPREADSHEET(TABS AND	
		RIBBONS MANIPULATION)	NETWORK OVERVIEW
		NETWORK OVERVIEW	0
7	INTRODUCTION TO	WEB BROWSERS AND WEB	WEB BROWSERS AND WEB
	ELECTRONIC SPREADSHEET	PAGES	PAGES
	NETWORK OVERVIEW		
8	WEB BROWSERS AND WEB	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE
	PAGES	WEB	WEB
		FAVOURITE PLACES AND	FAVOURITE PLACES AND
		SEARCH ENGINE	SEARCH ENGINE
	" PL	USING ONLINE FORMS	USING ONLINE FORMS
9	SURFING THE WORLD WIDE	CUSTOMIZING YOUR BROWSER	CUSTOMISING YOUR BROWSER
	WEB		
10	FAVOURITE PLACES AND	ELECTRONIC EMAIL	ELECTRONIC EMAIL
	SEARCH ENGINE		
	USING ONLINE FORMS		INTERNET OF THINGS (IOT)
11		INTERNIET OF THUNCS (IOT)	DICITAL LITERACY
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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team. May Allah/God bless you

MATHS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	COUNTING, REPRESENTATION	FRACTIONS	ALGEBRAIC EXPRESSIONS
	& CARDINALITY		
2	COUNTING, REPRESENTATION	FRACTIONS	LINES AND SHAPES.
	& CARDINALITY		MEASUREMENT -PERIMETER, AREA,
			CAPACITY/VOLUME AND ANGLE
3	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		. 100
4	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT
	& CARDINALITY		
5	COUNTING, REPRESENTATION	FRACTIONS	MEASUREMENT - ANGLES
	& CARDINALITY		
6	COUNTING, REPRESENTATION	FRACTIONS	GEOMETRIC REASONING
	& CARDINALITY		
7	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
8	COUNTING, REPRESENTATION	PATTERNS AND	INTERPRETATION AND ANALYSIS
	& CARDINALITY	RELATIONSHIPS	DATA COLLECTION, ORGANISATION,
			PRESENTATION,
9	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
10	COUNTING, REPRESENTATION	PATTERNS AND	CHANCE (PROBABILITY)
	& CARDINALITY	RELATIONSHIPS	
11	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)
12	FRACTIONS	ALGEBRAIC EXPRESSIONS	CHANCE (PROBABILITY)

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RME

WEEK	TERM 1 (SUB	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
	STRANDS)		
1	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
2	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
3	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	. 100
4	GOD THE	RELIGIOUS WORSHIP IN THE THREE	THE FAMILY AND COMMITMENT
	CREATOR	MAJOR RELIGIONS IN GHANA	
5	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
6	GOD THE	RELIGIOUS FESTIVALS IN THE THREE	AUTHORITY AND OBEDIENCE
	CREATOR	MAJOR RELIGIONS IN GHANA	
7	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
8	THE	MINISTRY OF THE LEADERS OF THE	AUTHORITY AND OBEDIENCE
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	
9	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
10	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
11	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION
12	THE	MINISTRY OF THE LEADERS OF THE	ROLES, RELATIONSHIPS IN THE FAMILY
	ENVIRONMENT	THREE MAJOR RELIGIONS IN GHANA	AND CHARACTER FORMATION

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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	EARLY PROTEST
		DEVELOPMENT	MOVEMENTS
5	THE PEOPLE OF GHANA	ECONOMIC DEVELOPMENT	THE 1948 RIOTS AND
			AFTER
6	SOME SELECTED INDIVIDUALS	ECONOMIC	THE 1948 RIOTS AND
		DEVELOPMENT	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	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
10	INTERNATIONAL TRADE	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	INCLUDING THE SLAVE TRADE		AFTER
11	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER		AFTER
	COLONIAL RULE IN GHANA		
12	COLONISATION AND	EARLY PROTEST MOVEMENTS	THE 1948 RIOTS AND
	DEVELOPMENTS UNDER COLONIAL RULE IN GHANA		AFTER
	COLONIAL RULE IN GHANA		AFTER

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CREATIVE ARTS

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(VISUAL ARTS)	(VISUAL ARTS)	(VISUAL ARTS)
2	THINKING AND EXPLORING	THINKING AND EXPLORING	THINKING AND EXPLORING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
3	THINKING AND EXPLORING IDEAS	PLANNING, MAKING AND	PLANNING, MAKING AND
	(VISUAL ARTS)	COMPOSING	COMPOSING
		(VISUAL ARTS)	(VISUAL ARTS)
4	PLANNING, MAKING AND	PLANNING, MAKING AND	PLANNING, MAKING AND
	COMPOSING	COMPOSING	COMPOSING
	(PERFORMING ARTS)	(PERFORMING ARTS)	(PERFORMING ARTS)
5	PLANNING, MAKING AND	DISPLAYING AND SHARING	DISPLAYING AND SHARING
	COMPOSING	(VISUAL ARTS)	(VISUAL ARTS)
	(VISUAL ARTS)		
6	PLANNING, MAKING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	COMPOSING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(PERFORMING ARTS)		
7	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(VISUAL ARTS)	APPRAISING	APPRAISING
		(VISUAL ARTS)	(VISUAL ARTS)
8	DISPLAYING AND SHARING	APPRECIATING AND	APPRECIATING AND
	(PERFORMING ARTS)	APPRAISING	APPRAISING
		(PERFORMING ARTS)	(PERFORMING ARTS)
9	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL ARTS)	(VISUAL ARTS)
	PERFORMING ARTS)		
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10	DISPLAYING AND SHARING /	APPRECIATING AND	APPRECIATING AND
	APPRECIATING AND	APPRAISING	APPRAISING
	APPRAISING	(PERFORMING ARTS)	(PERFORMING ARTS)
	(VISUAL AND		
	PERFORMING ARTS)		
11	APPRECIATING AND	DISPLAY AND SHARING	DISPLAY AND SHARING
	APPRAISING	SCHOOL-BASED PROJECT	SCHOOL-BASED PROJECT
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING ARTS)
12	APPRECIATING AND	APPRECIATING AND	APPRECIATING AND
	APPRAISING	APPRAISING	APPRAISING
	(VISUAL AND	(VISUAL AND	(VISUAL AND
	PERFORMING ARTS)	PERFORMING ARTS)	PERFORMING ARTS)

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GHANAIAN LANGUAGE

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

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

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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 (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
	Grammar Usage At Word	Verbs	B4.3.5.1	B4.3.5.1.6.	sentence cards, class library
	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,
	Reading	Comprehension	B4.2.7.2.	B4.2.7.2.3.	class library
	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,
	Reading	Comprehension	B4.2.7.3.	B4.2.7.3.1	class library
	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,
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.1.	class library
	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	Using Simple, Compound and	B4.5.9.1	B4.5.9.1.1.	
	Conventions	Complex Sentences			
	Extensive	Building The Love And Culture	B6.6.1.1	B6.6.1.1.1.	
	Reading	Of Reading			
5	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.1	Word cards
	Reading	Silent Reading	B4.2.8.1.	B4.2.8.1.2.	sentence cards,
	Grammar Usage	Idiomatic Expressions	B4.3.7.1.	B4.3.7.1.1	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.1	B4.4.14.1.1.	
		Writing			
	Using Writing	Using Simple, Compound and	B4.5.9.1	B4.5.9.1.2.	
	Conventions	Complex Sentences			
	Extensive	Building The Love And Culture	B6.6.1.1	B6.6.1.1.1.	
	Reading	Of Reading			
6	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.2	Word cards
	Reading	Silent Reading	B4.2.8.1	B4.2.8.1.3.	sentence cards,
	Grammar Usage	Conjunctions	B4.3.8.1.	B4.3.8.1.1	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.1	B4.4.14.1.1.	
		Writing			
	Using Writing	Using Simple, Compound and	B4.5.9.1	B4.5.9.1.2.	
	Conventions	Complex Sentences) `		
	Extensive	Building The Love And Culture	B6.6.1.1.1.	B6.6.1.1.1.	
	Reading	Of Reading			
7	Oral Language	Presentation	B4.1.10.3	B4.1.10.3.3.	Word cards
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.1	sentence cards,
	Grammar Usage	Modals	B4.3.9.1	B4.3.9.1.1.	class library
	At Word				
	Writing	Expository/Informative	B4.4.14.2.	B4.4.14.2.1.	
		Writing			
	Using Writing	Spelling	B4.5.10.1.	B4.5.10.1.1.	
	Conventions	X			
	Extensive	Building The Love And Culture	B6.6.1.1.1	B6.6.1.1.1.	
	Reading	Of Reading			
8	Oral Language	Presentation	B4.1.10.3.	B4.1.10.3.4	Word cards
	Reading	Fluency	B4.2.9.1.	B4.2.9.1.2	sentence cards,
	Grammar Usage	Prepositions	B4.3.10.1	B4.3.10.1.1	class library
	At Word				4
	Writing	Expository/Informative	B4.4.14.2	B4.4.14.2.1.	
		Writing			-
	Using Writing	Spelling	B4.5.10.1	B4.5.10.1.1.	
	Conventions				_
	Extensive	Building The Love And Culture	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Of Reading			
1	Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards

Grammar Usage At Word Writing Penmanship and Handwriting B5.4.2.1 B5.4.2.1.1. Writing Penmanship and Handwriting B5.4.2.1 B5.5.1.1.1. Using Writing Conventions Extensive Reading of Reading Oral Language Songs B5.1.1. B5.1.3.1. B5.1.3.1.1 Reading Phonics B5.2.2.1 B5.2.2.1. Word cards sentence cards, class library B5.4.3.1. B5.3.1.1.1 3 Using Writing Paragraph Development B5.4.3.1. B5.4.3.1.1 3 Using Writing Conventions B5.2.2.1. B5.5.1.1. B5.5.1.1.1 Reading Oral Language STORY TELLING B5.2.1. B5.2.3.1.1 B5.3.1.1 Grammar Usage At Word B8.2.2.1 B5.3.1.1 B5.3.1.1 Word cards sentence cards, class library B5.6.1.1. B5.6.1.1.1 B5.1.3.1.1 Word cards sentence cards, class library B5.4.3.1. B5.4.3.1.1 Word cards Sentence cards, class library B5.6.1.1.	NANA FII	FI ACQUAH	,			
Using Writing Conventions Extensive Reading Of Reading Oral Language Songs B5.1.1. B5.1.1.1 B5.1.1.1.1 Reading Phonics B5.2.2.1 B5.2.2.1.1 Reading Phonics B5.3.1.1 B5.3.1.1.1 Word cards Sentence cards, At Word Writing Oral Language Song At Word Families Grammar Usage At Word Writing Paragraph Development B5.4.3.1 B5.6.1.1.1 Reading Word Families B5.2.3.1 B5.2.3.1.1 Standard Space Song B5.1.1.1 B5.3.1.1.1 Word cards Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.1 Standard Space Song B5.1.1.1 B5.5.1.1.1 Word cards Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.6.1.1.1 B5.6.1.1.1 Reading Word Families B5.2.3.1 B5.2.3.1.1 B5.3.1.1.2 Grammar Usage At Word Space Sp	2	_	Nouns	B5.3.1.1.	B5.3.1.1.1	
Conventions Extensive Reading of Reading Oral Language Songs Poems B5.1.3.1. B5.1.3.1. Reading Phonics B5.2.2.1. B5.2.2.1. B5.3.3.1. Reading Phonics B5.3.3.1. B5.3.3.1. Reading Phonics B5.3.3.1. B5.3.3.1. Reading Phonics B5.3.3.1. B5.3.3.1.1 I Using Writing Paragraph Development B5.4.3.1. B5.3.1.1.1 Using Writing Conventions Extensive Reading Oral Language STORY TELLING B5.2.3.1. B5.3.1.1. Reading Word Families B5.2.3.1. B5.3.1.1. Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1. B5.3.1.1. Sentence cards, class library Writing Paragraph Development B5.3.1. B5.3.1.1. Word cards sentence cards, class library Writing Paragraph Development B5.3.1. B5.3.1.1 Sentence cards, class library Writing Paragraph Development B5.3.1. B5.3.1.1 Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. B5.4.3.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.3.2.1. Sentence cards, class library Writing Paragraph Development B5.3.2.1 B5.3.2.1. Sentence cards, class library Writing Paragraph Development B5.3.2.1 B5.3.2.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.3.2.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.3.2.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. B5.4.3.1. Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1. B5.4.3		Writing	Penmanship and Handwriting	B5.4.2.1	B5.4.2.1.1.	
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Reading Phonics B5.1.3.1. B5.1.3.1.1 Reading Phonics B5.2.2.1. B5.2.2.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1. B5.3.1.1.1 3 Using Writing Conventions Extensive Reading Oral Language Dramatization B5.4.3.1. B5.4.3.1. B5.4.3.1.1 4 Using Writing Conventions Extensive Reading Oral Language Dramatization B5.5.2.1 B5.6.1.1. B5.3.1.1.2 Sentence cards, class library Word Families B5.6.1.1. B5.6.1.1. B5.6.1.1. B5.6.1.1. B5.6.1.1. B5.1.4.1. Word cards sentence cards, class library Word Families B5.2.3.1 B5.2.3.1. B5.2.3.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.1 B5.4.3.1.1 B5.4.3.1.1 B5.6.1.1. B5			1	B5.6.1.1	B5.6.1.1.1.	
Grammar Usage At Word Writing Paragraph Development B5.4.3.1. Using Writing Conventions Extensive Reading Oral Language Grammar Usage At Word Writing Paragraph Development B5.6.1.1 B5.5.1.1 B5.5.1.1 B5.5.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 Word cards sentence cards, class library Word Language Grammar Usage At Word Writing Variety Conventions Extensive Reading Oral Language Dramatization and Role Play B5.6.1.1 Reading Diphthongs B5.2.4.1 Reading Diphthongs B5.2.4.1 B5.3.2.1. B5.3.2.1. B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 Word cards sentence cards, class library B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 Word cards Sentence cards, class library B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.6.1.1 Word cards Sentence cards, class library B5.6.1.1		Oral Language	1			
Grammar Usage At Word Writing Paragraph Development B5.4.3.1. B5.3.1.1. B5.3.1.1. Sentence cards, class library Writing Using Writing Conventions Extensive Reading Oral Language STORY TELLING B5.3.1.1. Reading Grammar Usage At Word Writing Paragraph Development B5.4.3.1. B5.6.1.1.1. B5.6.1.1.1. Word cards Sentence cards, class library Word Families B5.2.3.1. B5.3.1.1. B5.3.1.1.2 Word cards Sentence cards, class library B5.5.2.1. B5.6.1.1.1. Reading Oral Language Dramatization and Role Play B5.6.1.1. B5.6.1.1.1 B5.6.1.1.1 Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Using Writing Diphthongs B5.2.4.1 B5.3.2.1. B5.3.2.1.1 B5.4.3.1.2 Using Writing Paragraph Development B5.4.3.1. B5.4.3.1.2 Using Writing Viring Paragraph Development B5.4.3.1. B5.5.2.1.1 B5.6.1.1.1. B5.6.1.1.1.		Reading	Phonics	B5.2.2.1.	B5.2.2.1.1	Word cards
Using Writing Conventions Extensive Reading Oral Language Oral Language At Word Writing Conventions Extensive Reading Oral Language At Word Oral Language Oral Language Oral Language At Word Writing Conventions Extensive Reading Oral Language At Word Writing Oral Language Oral Language Oral Language At Word Writing Oral Language Oranatization and Role Play Oral Language Oranatization B5.3.2.1. Reading Oral Language Oranatization B5.3.2.1. B5.3.2.1. Reading Oral Language Oranatization B5.3.2.1. B5.3.2.1. Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library B5.4.3.1. B5.4.3.1.2 Using Writing Oconventions Extensive Building the Love and Culture B5.6.1.1. B5.6.1.1.1.		Grammar Usage	Nouns	B5.3.1.1.	B5.3.1.1.1	· ·
Conventions Extensive Building the Love and Culture Reading of Reading Oral Language STORY TELLING Reading Word Families B5.2.3.1. B5.2.3.1.1 Grammar Usage At Word Writing Paragraph Development B5.4.3.1 B5.4.3.1.1 Using Writing Using Punctuation B5.5.2.1 B5.5.2.1.1 Extensive Building the Love and Culture Reading Oral Language Dramatization and Role Play B5.4.3.1 B5.2.4.1.1 Reading Diphthongs B5.2.4.1 B5.2.4.1.1 Reading Diphthongs B5.2.4.1 B5.3.2.1.1 Reading Diphthongs B5.3.2.1 B5.3.2.1.1 Word cards sentence cards, class library Writing B5.6.1.1.1. B5.6.1.1.1. Reading Diphthongs B5.2.4.1 B5.2.4.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.2 Using Writing Using Punctuation B5.5.2.1. B5.5.2.1.1 Using Writing Conventions Extensive Building the Love and Culture Reading of Reading		Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.1	
Reading of Reading Oral Language STORY TELLING Reading Word Families B5.2.3.1. B5.2.3.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.1 Using Writing Using Punctuation B5.5.2.1 B5.5.2.1.1 Conventions Extensive Reading Oral Language Dramatization and Role Play B5.1.5.1 Reading Diphthongs B5.2.4.1 B5.3.2.1.1 Reading Diphthongs B5.3.2.1 B5.3.2.1.1 Word cards sentence cards, class library B5.6.1.1.1. B5.6.1.1.1. Word cards B5.6.1.1.1. B5.6.1.1.1. B5.6.1.1.1. B5.1.5.1.1 Word cards S6.1.1.1. B5.1.5.1.1 Word cards S6.1.1.1 B5.3.2.1.1 B5.5.2.1.1 B5.3.2.1.1 Word cards S6.1.1 B5.3.2.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1	3		Using Capitalisation	B5.5.1.1	B5.5.1.1.1.	
Reading Word Families B5.2.3.1. B5.2.3.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.1 Using Writing Using Punctuation B5.5.2.1 B5.5.2.1.1 Conventions Extensive Reading Oral Language Dramatization and Role Play B5.1.5.1 B5.1.5.1.1 Reading Diphthongs B5.2.4.1 B5.2.4.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.6.1.1.1 Reading Diphthongs B5.2.4.1 B5.2.4.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.3.2.1 B5.3.2.1.1 Sentence cards, class library Writing Paragraph Development B5.4.3.1 B5.4.3.1.2 B5.5.2.1.1 Using Writing Using Punctuation B5.5.2.1. B5.5.2.1.1 Conventions Extensive Building the Love and Culture Reading of Reading			_	B5.6.1.1	B5.6.1.1.1.	
Grammar Usage At Word Writing Paragraph Development B5.4.3.1 Using Writing Conventions Extensive Reading Oral Language Dramatization and Role Play Grammar Usage At Word Reading Grammar Usage At Word Writing Paragraph Development B5.6.1.1 Reading Diphthongs B5.2.4.1 Reading B5.3.1.1.2 Word cards Sentence cards, class library B5.6.1.1.1 B5.6.1.1.1 Word cards Sentence cards, class library Word cards Sentence cards, class library Word cards Sentence cards, class library B5.3.2.1. B5.3.2.1.1 Word cards Sentence cards, class library B5.3.2.1.1 B5.4.3.1.2 B5.3.2.1.1 B5.4.3.1.2 B5.4.3.1.2 B5.5.2.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1		Oral Language	STORY TELLING	B5.1.4.1	B5.1.4.1.1.	
At Word Writing Paragraph Development B5.4.3.1 Using Writing Conventions Extensive Reading Oral Language Diphthongs Grammar Usage At Word Writing Paragraph Development B5.6.1.1. Reading Diphthongs B5.2.4.1 B5.6.1.1. B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 Word cards sentence cards, class library Word cards sentence cards, class library Library Conventions Extensive Reading Diphthongs B5.2.4.1 B5.3.2.1. B5.3.2.1.1 B5.4.3.1.2 B5.5.2.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1 B5.6.1.1.1		Reading	Word Families	B5.2.3.1.	B5.2.3.1.1	Word cards
Using Writing Conventions Extensive Reading Oral Language Diphthongs Grammar Usage At Word Writing Virting Virting Virting Virting Virting Conventions Extensive Building the Love and Culture B5.6.1.1 B5.6.1.1 B5.6.1.1 B5.1.5.1 B5.1.5.1 B5.1.5.1 B5.2.4.1. B5.2.4.1. B5.2.4.1. B5.3.2.1. B5.3.2.1. B5.3.2.1. B5.3.2.1. B5.3.2.1. B5.4.3.1. B5.4.3.1. B5.4.3.1. B5.4.3.1. B5.4.3.1. B5.4.3.1. B5.4.3.1. B5.5.2.1. Sentence cards, class library Using Writing Conventions Extensive Reading Building the Love and Culture Reading Of Reading			Nouns	B5.3.1.1.	B5.3.1.1.2	•
Conventions Extensive Building the Love and Culture B5.6.1.1 Reading of Reading Oral Language Dramatization and Role Play B5.1.5.1 Reading Diphthongs B5.2.4.1. B5.2.4.1.1 Grammar Usage Determiners B5.3.2.1. B5.3.2.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1. B5.4.3.1.2 Using Writing Conventions Extensive Building the Love and Culture B5.6.1.1. B5.6.1.1.1.		Writing	Paragraph Development	B5.4.3.1	B5.4.3.1.1	
Reading of Reading Oral Language Dramatization and Role Play B5.1.5.1 B5.1.5.1.1 Reading Diphthongs B5.2.4.1. B5.2.4.1.1 Word cards sentence cards, Class library Writing Paragraph Development B5.4.3.1. B5.4.3.1.2 Using Writing Conventions Extensive Building the Love and Culture Reading of Reading Oral Language Dramatization and Role Play B5.1.5.1 B5.1.5.1.1 B5.2.4.1. B5.2.4.1.1 Word cards sentence cards, Class library B5.4.3.1. B5.4.3.1.2 B5.4.3.1.2 B5.5.2.1.1	4		Using Punctuation	B5.5.2.1	B5.5.2.1.1	
Reading Diphthongs B5.2.4.1. B5.2.4.1.1 Word cards sentence cards, class library Writing Paragraph Development B5.4.3.1. B5.4.3.1.2 Using Writing Using Punctuation B5.5.2.1. B5.5.2.1.1 Conventions Extensive Building the Love and Culture Reading of Reading				B5.6.1.1	B5.6.1.1.1.	
Grammar Usage At Word B5.3.2.1. B5.3.2.1.1 sentence cards, class library Writing Paragraph Development B5.4.3.1. B5.4.3.1.2 Using Writing Using Punctuation B5.5.2.1. B5.5.2.1.1 Conventions Extensive Building the Love and Culture Reading of Reading		Oral Language	Dramatization and Role Play	B5.1.5.1	B5.1.5.1.1.	
At Word Writing Paragraph Development B5.4.3.1. Using Writing Conventions Extensive Reading At Word Paragraph Development B5.4.3.1. B5.4.3.1.2 B5.5.2.1. B5.5.2.1.1 B5.6.1.1. B5.6.1.1. B5.6.1.1.1		Reading	Diphthongs	B5.2.4.1.	B5.2.4.1.1	Word cards
Using Writing Conventions Extensive Reading Of Reading Using Punctuation B5.5.2.1. B5.5.2.1. B5.6.1.1. B5.6.1.1.		_	Determiners	B5.3.2.1.	B5.3.2.1.1	· ·
Conventions Extensive Building the Love and Culture B5.6.1.1. B5.6.1.1.1. Reading of Reading		Writing	Paragraph Development	B5.4.3.1.	B5.4.3.1.2]
Reading of Reading	1		Using Punctuation	B5.5.2.1.	B5.5.2.1.1	
			1	B5.6.1.1.	B5.6.1.1.1.	
			-	B5.2.2.1.	B5.2.2.1.1	1

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vetted by	Signature	Date

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-

Vetted by :	Signature:	Date :
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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,	B5.1.1.1.	B5.1.1.1.5	Counters, bundle
		Representation &	B5.1.1.1.	B5.1.1.1.6	and loose straws,
		Cardinality			Paper strips, Cut
					out cards
4	Number	Counting,	B5.1.1.2.	B5.1.1.2.1	Counters, bundle
		Representation &	B5.1.1.2.	B5.1.1.2.2	and loose straws,
		Cardinality			Paper strips, Cut
					out cards
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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.	B4.4.4.1	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
	PATTERNS				
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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	Roles and Relationships	B4.4.1.1.	B4.4.1.1.2:	wall charts, wall
	Community				words, posters,
					video clip, etc
2	The Family and	Roles and Relationships	B4.4.1.1.:	B4.4.1.1.2:	wall charts, wall
	Community				words, posters,
					video clip, etc
3	The Family and	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall
	Community				words, posters,
					video clip, etc
4	The Family and	Roles and Relationships	B4 4.1.1.	B4 4.1.1.3	wall charts, wall
	Community				words, posters,
					video clip, etc
5	The Family,	Authority and	B4.5.1.1.:	B4.5.1.1.1:	wall charts, wall
	Authority and	Obedience			words, posters,
	Obedience				video clip, etc
6	The Family,	Authority and	B4.5.1.1.	B4.5.1.1.1:	wall charts, wall
	Authority and	Obedience			words, posters,
	Obedience				video clip, etc
7	The Family,	Roles, Relationships in	B4.5.2.1.	B4.5.2.1.1	wall charts, wall
	Authority and	the Family and			words, posters,
	Obedience	Character Formation			video clip, etc
8	The Family,	Roles, Relationships in	B4.5.2.1.	B4.5.2.1.1	wall charts, wall
	Authority and	the Family and			words, posters,
	Obedience	Character Formation			video clip, etc
1	His Creation and	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall
	Attributes				words, posters,
)			video clip, etc
2	His Creation and	God the Creator	B5.1.1.1.	B5.1.1.1.1	wall charts, wall
	Attributes				words, posters,
					video clip, etc
3	His Creation and	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall
	Attributes				words, posters,
					video clip, etc
4	His Creation and	God the Creator	B5.1.1.1.:	B5.1.1.1.2:	wall charts, wall
	Attributes				words, posters,
					video clip, etc

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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,

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

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

WEEKS	CTDAND	CLID CTD AND	CONTENT	INDICATORS	DECOLIDATE
WEEKS	STRAND	SUB STRAND		INDICATORS	RESOURCES
			STANDARD		
1	FORCES AND	ELECTRICITY AND	B4.4.2.2.	B4.4.2.2.1	Plants and animals in the
	ENERGY	ELECTRONICS			environment, plastics,
	FORCES AND	EODOEC AND	D4 4 2 4	D4 4 2 4 4	stones, pictures videos
2	FORCES AND ENERGY	FORCES AND MOVEMENT	B4.4.3.1.	B4.4.3.1.1	paper,
	LINENGT	IVIOVEIVIEIVI			
3	HUMANS AND THE	PERSONAL	B4. 5.1.1.	B4. 5.1.1.1	Plants and animals in the
	ENVIRONMENT	HYGIENE AND			environment, plastics,
	_	SANITATION			stones, pictures videos
4	HUMANS AND THE	PERSONAL	B4. 5.1.1.	B4. 5.1.1.2	paper
	ENVIRONMENT	HYGIENE AND			
5	HUMANS AND THE	SANITATION DISEASES	B4.5.2.1.	B4.5.2.1.1	
5	ENVIRONMENT	DISLASES	64.5.2.1.	64.5.2.1.1	
	EIVVIICOIVIEIVI				
6	HUMANS AND THE	DISEASES	B4.5.2.1.	B4.5.2.1.2.	Plants and animals in the
	ENVIRONMENT				environment, plastics,
7	HUMANS AND THE	DISEASES	B4.5.2.1.	B4.5.2.1.2.	stones, pictures videos
,	ENVIRONMENT				paper
	_				
8	HUMANS AND THE	CLIMATE CHANGE	B4.5.4.1.	B4.5.4.1.1	
	ENVIRONMENT	7			
1	DIVERSITY OF	LIVING AND NON-	B5.1.1.1.	B5.1.1.1.1	
	MATTER	LIVING THINGS			
2	DIVERSITY OF	LIVING AND NON-	B5.1.1.1.	DE 1 1 1 1	
	MATTER	LIVING AND NON-	D3.1.1.1.	B5.1.1.1.1	
	IVIZITEN	2.71140 171111405			
3	DIVERSITY OF	MATERIALS	B5.1.2.1.	B5.1.2.1.1	Plants and animals in the
	MATTER				environment, plastics,
4	DIVERSITY OF	EARTH SCIENCE	B5.2.1.1.	B5.2.1.1.1	stones, pictures videos
- T	MATTER	LANCITI SCILINGE	05.2.1.1.	55.2.1.1.1	paper

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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 (SOL) for B4 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Colonisation and	Establishing	B4.4.1.2.	B4.4.1.2.1	A map of
	Developments under	Colonial Rule in			Ghana,
	Colonial Rule in Ghana	Ghana			Posters,
					documentary
2	Colonisation and	Establishing	B4.4.1.2.	B4.4.1.2.1	A map of
	Developments under	Colonial Rule in			Ghana,
	Colonial Rule in Ghana	Ghana			Posters,
					documentary
3	Colonisation and	Establishing	B4.4.1.2.	B4.4.1.2.1	A map of
	Developments under	Colonial Rule in			Ghana,
	Colonial Rule in Ghana	Ghana	CV,		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
	\mathcal{A}_{I}				Ghana,
					Posters,
	Θ_{i}				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	B5.2.1.1.	B5.2.1.1.1	A map of
		Ghana			Ghana,

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

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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	B5.1.1.1.	B5.1.1.1.1:	Word cards, Manila card
		Poems	B5.1.3.1.	B5.1.3.1.1	Markers Word
		Poems	B5.1.3.1.	B5.1.3.1.2	Cards, Manila card,
2.	Oral	Listening and Story Telling	B5.1.4.1.	B5.1.4.1.1	Word cards, Manila
۷.		Listerning and Story renning	B5.1.4.1.		card
	Language	Dramatication and Dala	B5.1.4.1.	B5.1.4.1.2	Caru
		Dramatisation and Role	DE 4 E 4		Markers Word
		Play	B5.1.5.1.	B5.1.5.1.1	Canda Manila aand
			B5.1.5.1.	B5.1.5.1.2	Cards, Manila card,
3.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.1	Reading materials
		Knowledge	B5.2.4.1.	B5.2.4.1.2	
			B5.2.4.1.	B5.2.4.1.3	
			C	\bigcirc	
4.	Reading	Phonics: Letter Sound	B5.2.4.1.	B5.2.4.1.4	Manila Cards,
		Knowledge			Markers
		(6) 1.	55254	DE 2 5 4 4	
		vocabulary (Sight and	B5.2.5.1.	B5.2.5.1.1	
		content vocabulary)			

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TERM THREE BASIC FOUR WEEK 1



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	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:		
Day:		Dat	te:		
Period :		Les	son:		
				\sim	
Strand :		Sub-strand:			
A. Reading		A. Compi	rehension		
B. Grammar Usage A	t Word	B. Verbs			
C. Writing		C. Argum	nentative / Per	suasive Writing	
D. Using Writing Con	ventions	D. Conjur	nctions		
E. Extensive Reading		E. Buildir	ng The Love Ar	nd Culture Of Read	ding
Indicator (code)	B4.2.7.2.2 B4	4.3.5.1.6	B4.4.13.2.2	B4.5.8.1.1.	B4.6.1.1.1.
Content standard (code)	B4.2.7.2. B4	4.3.5.1.	B4.4.13.2.	B4.5.8.1	B4.6.1.1.
Performance Indicator	A. Learners	can make	connections	between a tex	xt and personal
	experience	es/real life			
	B. Learners ca the presen		ple present fo	rm of verbs to rela	ate past events to
	·		, phrases, and	d clauses to clarify	y the relationships
	between c	laim(s) and rea	asons		
	D. Learners c	an identify an	d use conjunc	tions – and, but,	or, nor – to link: -
	similar ide	as - contrastin	ng ideas - expr	ress alternatives	
	E. Learners ca	an read a varie	ty of age- and	level appropriate	books and present
	a-two-para	agraph summa	ry of each boo	ok read	·
Core Competencies: Crea	tivity and Innovatio	n Communica	tion and Colla	boration Personal	Development and
Leadership Critical Thinkin					•
Keywords					
	<u>i</u>				

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Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Guide learners with questions e.g. applicative questions to connect the reading text with background knowledge. Encourage learners to come up with their personal opinions and viewpoints. Assessment: let learners make connections between a text and personal experiences/real life	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesda y	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Use the simple present form of verbs to relate past events to the present Assessment: let learners use the simple present form of verbs to relate past events to the present in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Lead learners to discuss appropriate language for arguments e. g. use of adjectives in their various forms. You may read out model argumentative essays to guide learners as they listen carefully to identify useful phrases, clauses and expressions. Assessment: let learners use words, phrases, and clauses to clarify the relationships between claim(s) and reasons in sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite	E.WRITING CONVENTION Guide learners to give examples of sentences demonstrating their knowledge of conjunctions. e.g. i.	What have we learnt today?

	familiar	Musa and Kuma are good friends. ii. Kwame is hard	Ask learners to
	rhymes	working but Abena is lazy.	summarize the main points in the lesson
		Guide learners in groups to join sentences using	
		coordinating conjunctions on a topic. e. g. A visit to	
		an interesting tourist site.	
		Assessment: let learners use conjunctions in sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	
Tuesday	Engage	B.READING	What have we learnt
	learners to	Guide learners with questions e.g. applicative	today?
	sing songs	questions to connect the reading text with background	
	and recite	knowledge.	Ask learners to
	familiar	Encourage learners to come up with their personal	summarize the main points in the lesson
	rhymes	opinions and viewpoints.	points in the lesson
		Assessment: let learners make connections between a	
		text and personal experiences/real life	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: Mathematics CLASS: FOUR

Week Endin	g:				Class size:	
Day:				Dat	re:	
Period :				Les	son:	
Strand : Alge	ebra		Sub-stran	nd : l	Jnknowns, Expressions a	nd Equations
Indicator (co	ode)	B4.2.2.2.5 B4.2.	2.2.6	7		
Content star	ndard (code)	B4.2.2.2. B4.2.	2.2.			
Performance	e Indicator	with an symbolica • Learners of involving	equation, Ily can represe	and ent a	I solve the problem of and solve a given addition	n, represent the problem oncretely, pictorially or n or subtraction problem ntext, using a symbol to
		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	е			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	luding ass	essm	nent)	Phase 3: Plenary / Reflections

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

SUBJECT: SCIENCE CLASS: FOUR

Week Endin	g:		Class size:			
Day:			Date :			
Period :			Lesson:			
Strand · FOR	CES AND ENE	RGV Sub-stran	d : ELECTRICITY AND ELECTR	ONICS		
Straina . 1 On	CESTIND LIVE	Sub Strain	a. Ellerment And Lilerm	omes		
Indicator (co	ode)	B4.4.2.2.1				
Content star	ndard (code)	B4.4.2.2.				
Performance	e Indicator	Learners can identify the bas	sic components of electronic	circuits		
Coro Compo	tonsias Cros	tivity and Innovation Commun	signation and Callaboration D	arcanal Davalanment and		
=		tivity and Innovation Commurng and Problem Solving.	ilcation and Conaporation Pe	ersonar Development and		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAV	Phase 1:	Phase 2: Main		Phase 3:		
DAY	Starter	(new learning including asse	occmont)	Plenary / Reflections		
	(preparing	Thew learning including asse	essinent)	Fieldary / Reflections		
	the brain					
	for					
	learning)					
Thursday	Engage	B4.4.2.1.1 Identify the uses of	of electricity	What have we learnt		
	learners to	 Begin by asking learners w 	hat they use to iron their	today?		
	sing songs	school uniforms.				
	and recite	 Use simple activities to de 	monstrate uses of	Ask learners to		
	familiar	electricity, (e.g. providing lig	ht, powering TVs, mobile	summarize the		
	rhymes	phones, cooking, heating wa	ter, etc.)	important points of the		
		• Learners draw things in the	e home and at school that	lesson		
		use electricity.				

roject: Electricity Generation Learners, in groups.	
enerate electricity from fruit cells (orange, lime, omatoes, potatoes and apple) and fuel cells, e.g. vater.	
ssessment: let learners identify the basic components	
	roject: Electricity Generation Learners, in groups, enerate electricity from fruit cells (orange, lime, omatoes, potatoes and apple) and fuel cells, e.g. vater. ore ssessment: let learners identify the basic components f electronic circuits Date:

NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand: The	Family and C	ommunity	Sub-strand	d : F	toles and Relationships	
Indicator (co	ode)	B4.4.1.1.2				
Content star	ndard (code)	B4.4.1.1.				
Performance	e Indicator	Learners can ident	tify deeds t	that	attract rewards	
Core Compe	t encies: Crea	tivity and Innovation	n Commur	nica	tion and Collaboration Pe	ersonal Development and
=		ng and Problem Solv		iica	tion and conaporation is	croonar bevelopment and
Keywords			G -			
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main)	Phase 3:
	Starter	(new learning incl	Plenary / Reflections			
	(preparing the brain					
	for					
	learning)					
Friday	Engage	Lead learners to d	iscuss deed	ds, a	ittitudes and actions	What have we learnt
	learners to	towards others an	d things in	the	environment.	today?
	sing songs	Ask learners to	write dowr	n go	od deeds: - helping one	
	and recite	another - obedien	ce to the c	ons	titution of Ghana,	Ask learners to
	familiar	parents, teachers,	school aut	thor	ities, elders and rulers,	summarize the main
	rhymes	etc.				points in the lesson
		Guide learners to	o know tha	at re	fusal to do good deeds	
		attract punishmen	nt.			
		• Put learners in g	groups to w	vrite	down actions that are	
		rewarded and tho	se that are	pu	nished and present to	
		class for discussion	n			
		Assessment: let le	arners ider	ntif\	deeds that attract	
		rewards		,		

NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: Creative Arts CLASS: FOUR

Week Endin	g:				Class size:	
Day:				Dat	e :	
Period :				Less	son:	
Strand : Visu	ial Arts	Su	ub-stran	d : T	hinking and Exploring Id	eas
Indicator (co	ode)	B4. 1.1.1.5				
Content star	ndard (code)	B4. 1.1.1.				
Performance	e Indicator	Learners can develo	op ideas	by by	studying the artworks	of some Ghanaian visual
		artists that reflect to	pical iss	sues	in Ghana	
•		•		nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solvin	ng.			
Vountords						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includ	ling asse	essm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	Learners are to:				What have we learnt
	learners to		nanaian	visua	al artists that exhibit	today?
	sing songs	current topical issue	s of nati	iona	concern (e.g. road	,
	and recite	•			ition, climate change,	Ask learners to
	familiar	migration of youth);		•	, , ,	summarize the main
	rhymes	I share ideas on how		elect	ed artworks express	points in the lesson
	•	issues of national co			•	

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NANA FIIFI ACI		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
Vetted by :		Signature:	Date :
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Vetted by :	Signature:	Date :
vetted by	318114141 61	Date :

NANA FIIFI ACC	QUAH 				LESSON	N PLAN
SUBJECT: CON	MPUTING	(CLASS:	F	OUR	
Week Ending	g:				Class size:	
Day:				Date	:	
Period :				Less	on :	
Strand : WO	RD PROCESSI	NG	Sub-strar	nd : IN	ITRODUCTION TO	MS-WINDOWS INTERFACE
Indicator (co	ode)	B4.1.3.2.3.	l			
Content star	ndard (code)	B4.1.3.2.				
Performance	e Indicator	Learners can drav	w or sketch	n map	s of the area to be	surveyed
=		tivity and Innovations and Problem So		unicat	ion and Collaborat	ion Personal Development and
Keywords					172	
T. L .R. (s)		Laptop			1	
Ref:	Computing	curriculum Page		7		
DAY	Phase 1:	Phase 2: Main	N			Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	sessm	ent)	Plenary / Reflections
Wodnosday	Engage learners to	Bring diagrams or			., .	What have we learnt today?
Wednesday	sing songs and recite familiar rhymes	Guide learners to surveyed by then		aps of	an area to be	Ask learners to summarize the main points in the lesson

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vetted by	/	Jigi latai C	Date

Assessment: Let learners draw or sketch maps of the

area to be surveyed

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son:	
Strand : OUF	R NATION GH	ANA Sub-str	and:	Being a Citizen	V
Indicator (co	ode)	B4.4.1.1.1.			
Content star	ndard (code)	B4.4.1.1.			
Performance	e Indicator	Learners can show good r	nanne	rs in the home, school an	d community
Core Compe	tencies: Crea	tivity and Innovation Comr	nunica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.			
Keywords			U -		
)		
T. L .R. (s) Pict		Pictures			
Ref:	Our World (Our People curriculum Pa	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners talk about the in			What have we learnt
	learners to	manners or etiquette in t		_	today?
	sing songs	good table manners, gree	tings,	helping others, showing	
	and recite	respect and obedience to	paren	ts, teachers, school	Ask learners to
	familiar	authorities, elders and ru	ers, re	espect for the elderly,	summarize the main
	rhymes	obedience to authority, re Ghana.	spect	the Constitution of	points in the lesson

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	Learners play games, role play or engage in other	
	activities that teach good manners and etiquette in the	
	home, school and the community.	
	,	
	Assessment: let learners identify good manners in the	
	home, school and community	
ngage	Learners talk about the importance of good manners: It	What have we learnt
arners to	ensures law and order in society. It helps everyone	today?
ng songs	develop good moral life. It encourages hardworking. It	
nd recite	encourages people to be patriotic etc.	Ask learners to
miliar		summarize the main
	Learners think-pair-share to write essays on good	points in the lesson
,		V
	Assessment. let learners write essays on good deeds.	
	Signature:	Data :
••••••		Date :
		Date :
ล า า -	arners to ag songs d recite miliar ymes	activities that teach good manners and etiquette in the home, school and the community. Assessment: let learners identify good manners in the home, school and community gage 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. Learners think-pair-share to write essays on good deeds: Why should I be courteous? Assessment: let learners write essays on good deeds:

Vetted by : Sig	gnature:	Date:

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: History CLASS: FOUR

Week Ending:				Class size:		
Day:			Date:			
Period :				Lesson :		
i cilou .				LC33011 .		
Strand : Cold	nisation and	Developments	evelopments Sub-strand: Establishing Colonial Rule in Ghana			
under Colon	ial Rule in Gh	na				
Indicator (co	ode)	B4.4.1.2.1				
Content star	ndard (code)	B4.4.1.2.		, 50		
Performance	e Indicator	Learners can des	scribe how	the different areas: The Colo	ony, Asante, The Northern	
		Territories and The British Mandated Togoland became one territory known as the Gold Coast				
Core Compe	tencies: Crea	tivity and Innovati	on Commu	inication and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem So	lving.			
1/						
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Define the term of	colonialism		What have we learnt	
	learners to				today?	
	sing songs			orge Ekem Ferguson in the		
	and recite	acquisition of The	e Northern	Territories.	Ask learners to	
	familiar				summarize the main	
	rhymes				points in the lesson	

NANA FIIFI AC	What is colonisatio n?	Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.	
Thursday	Engage learners to sing songs	Role play on the role of George Ekem Ferguson in the acquisition of The Northern Territories	What have we learnt today?
	and recite familiar rhymes	Assessment: let learners narrate the role of George Ekem Ferguson in the acquisition of The Northern Territories.	Ask learners to summarize the main points in the lesson
Vetted by :		Signature:	Date :

/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: P	HYSICAL I	EDUCATION	CLASS:	FOUR

Week Ending:				Class size:			
Day:				Date :			
Period :				Lesson:			
Strand: PHY	SICAL FITNES	S	Sub-stran	d : E	BODY COMPOSITION		
Indicator (co	ode)	B4.3.5.3.2					
Content star	ndard (code)	B4.3.5.3.					
Performance	e Indicator	Learners can ider	ntify body	typ	es such as endomorph	(big body), mesomorph	
		(medium body) an	(medium body) and ectomorph (slim Body)				
=				nica	tion and Collaboration P	ersonal Development and	
	Critical Thinkir	ng and Problem Solv	ving.				
Keywords					O_L		
T. L .R. (s)	n=	Cones			ω'		
Ref:	PE curriculu	m Page					
D 41/	DI 4	2.14				DI 2	
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	Plenary / Reflections				
	(preparing the brain						
	for						
	learning)						
Friday	Learners	Learners identify the three body types as endomorph,			What have we learnt		
,	jog round a	mesomorph and e		-		today?	
	demarcate		-				
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:			Class size:				
Day:				Date :			
Period :				Lesson:			
Strand : Ora	Language		Sub-strar	nd: Giving and Following Com	nmands/Instructions		
Indicator (co	ode)	B4.1.9.1.2 B4.1	.10.1.1	B4.1.11.1.1			
Content star	ndard (code)	B4.1.9.1. B4.1	.10.1.	B4.1.11.1.			
Performance	e Indicator			ecognise and use polar quest	•		
			 The learner should recognise landmarks in your area and use them to give 				
		directions					
Cara Campa	topology Cross			ay the time by hour, half hou			
_		civity and Innovation Communication and Collaboration Personal Development and grand Problem Solving.					
Leadership	artical minikii	ig and i robicin 50	iving.				
Keywords							
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual			
Ref:							
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
	Engage	• Let learners cor	me out in p	pairs.	What have we learnt		
	leaners to	• Let one ask a p	olar questi	ion for the other to answer	today?		
	sing songs	and vice versa (su	pervise th	e questioning so that you			
	and recite	provide an assista	ance where	e necessary).			
	familiar rhymes						
	iiiyiii c s				İ		

NANA FIIFI ACC	QUAH		
		• Use question and answer strategy, to get information from one of the learners on the use of polar question markers.	Review the lesson with learners
		 Let them recognise polar questions in your question. 	
		 Lead learners to recognise how to use polar question 	
		markers correctly	
		Assessment: let learners use polar question markers	
		correctly.	
	Engage	• Revise the lesson on the environment with learners.	What have we learnt
	leaners to	• Show learners map of Ghana with the landmarks very	today?
	sing songs	visible.	
	and recite familiar	Discuss the map with learners telling them what a	
	rhymes	landmark is and how to recognise the landmarks. • Let	
	inymes	the learners mention some of the popular landmarks	Review the lesson with
		they see on the map.	learners
		Let learners recognise landmarks in their locality.	
		• Let learners mention some of the popular landmarks	
		they know ones again.	
		 Use the landmarks to give directions. 	
		Let learners use landmarks on the school compound	
		to give directions to specific places in the school.	
		• Let learners use landmarks to give directions to key	
		places in the locality	
		Assessment: let learners mention landmarks in their	
		area and use them to give directions	
	Engage	Revise the lesson on telling the time with learners.	What have we learnt
		Show a wall clock to learners.	today?
	sing songs		
	and recite	(i.e. numbers, hour hand, minute hand and the second hand).	Review the lesson with
	familiar	Use the clock to teach the time by hour. Place the	learners
	rhymes	hour and minutes hand properly on the numbers and	
		call learners to tell the time by hour.	
		• Use the clock to tell the time by hour, half an hour	
		and in minutes.	
		• Let learners tell time by hour, half hour, and minutes.	
		• 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	
		the eleven in the highly. E.g. The time is 0.0 clock. The	

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

time is 7:30am. The time is 7:12pm.

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	Assessment: let learners and minutes	s say the time by hour, half hour	
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	JAP,		

TERM THREE BASIC FOUR WEEK 2



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:		
Day:		Da	te:		
Period :			sson:	5	
Strand :		Sub-strand:			
A. Oral Language			g and Following Con	nmands	
B. Reading			rehension		
C. Grammar Usage A	it Word	C. Verb			
D. Writing		1	nentative/Persuasiv	e Writing	
E. Using Writing Cor		1	nctions		
F. Extensive Reading	PIL	F. Build	ng The Love And Cເ	ilture Of Readi	ng
Indicator (code)	B4.1.9.1.2. B4.2	2.7.2.3. B4.3	5.1.7 B4.4.13.2.3	B4.5.8.1.1.	B4.6.1.1.1.
Content standard (code)	B4.1.9.1. B4.2	2.7.2. B4.3	.5.1. B4.4.13.2.	B4.5.8.1.	B4.6.1.1.
Performance Indicator	A. Learners of	can make and	respond to polite re	quests for help	from peers
	B. Learners	can demons	trate awareness o	of the structu	re of texts (e.g.
	introducti	ion, body, con	clusion)		
C. Learners can use the imperative form of the verb to give commands					ve commands or
orders, make suggesti			ns		
	D. Learners	can establish a	nd maintain a form	al style	
	E. Learners	can identify a	nd use conjunctions	– and, but, o	r, nor – to link: -
			ng ideas - express a		
	F. Learners of	can read a vari	ety of age- and leve	l appropriate b	ooks and present
	a-two-par	ragraph summ	ary of each book rea	ad	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** Word cards, sentence cards, letter cards, handwriting on a manila card and a class T. L .R. (s) library. Ref: English Language curriculum Page DAY Phase 1: Phase 2: Main Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Monday Engage A. ORAL LANGUAGE What have we learnt learners to • Model making a request to learners. today? • Have learners work in groups to write three tasks sing songs and recite they plan to do and need help with, e.g. do homework, Ask learners to familiar carry the table, etc summarize the main . • Learners then go around the class making requests rhymes points in the lesson 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. Assessment: let learners make and respond to polite requests for help from peers Tuesday What have we learnt **Engage B.READING** • Guide learners to identify the parts of a text e.g. learners to today? Introduction, Body and Conclusion. sing songs and recite • They should summarise each part and after that, Ask learners to familiar make a full summary of the text. summarize the main rhymes points in the lesson Assessment: let learners identify the parts of a text **C.GRAMMAR** What have we learnt Wednesday Engage learners to • Use situations to demonstrate commands. today? • Provide situations for learners to give and respond to sing songs and recite commands in parts or groups.

	familiar	Assessment: let learners use the imperative form of the	Ask learners to
	rhymes	verb to give commands or orders	summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Using models, discuss the basic structure of an argumentative piece: – Introduction; – Reasons for the stand taken; – Conclusion. Have groups present full compositions using this structure for class discussions. Assessment: let learners write a compositions using the basic structure of an argumentative piece: 	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION Guide them to edit each other's work by exchanging with other groups. Let learners talk about the differences in their stories. Assessment: let learners use conjunctions in sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and read books during the library period	 E.EXTENSIVE READING 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 Assessment: Ask each learner to write a-two-paragraph summary of the book read. 	Have learners to tell what they read to the whole class

Vetted by :	Signature:	Date:

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:		
Day:			Dat	Date :		
Period :			Les	son :		
. circu i			SCHOOL			
Strand : GEOMETRY AND MEASUREMENT Sub-strai			nd : 2	2D and 3D Shapes		
Indicator (code) B4.2.2.2.7 B4.3.1.1.1 B4.		.3.1.	1.2			
Content star	ndard (code)	B4.2.2.2. B4.3.1.1. B4	.3.1.2	1.		
Performance Indicator • Learne		 Learners can create 	a pro	oblem for a given equatio	on with one unknown	
		 Learners can complete drawings of shapes to make them symmetrical 				
		 Learners can identify the lines of symmetry of regular and irregular 2D 				
		shapes (triangles ar	d qu	adrilateral)		
		tivity and Innovation Comming and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

Monday	Sing songs	Provide an equation such as	Review the lesson with
	like:	14 + □ = 21 or 25 - □ = 18.	Learners
	ľm	Ask students to create a matching story problem and	
	counting	solve it. Observe to what extent students are able to:	
	one, what is one	-create a story to match the equation;	
	1 - One is	- explain the meaning of the unknown variable; and	
	one alone, alone it	- solve the problem in one or more way	
	shall be.	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners graph sheets to copy the incomplete 2D	Review the lesson with
	like:	shape and it complete to make a symmetrical picture	Learners
	l'm		
	counting	www.facer	
	one, what		
	is one		
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Give learners photocopied worksheets with several	Review the lesson with
	like:	incomplete 2D shapes to complete with marked line of	Learners
		symmetry to complete the drawing	
	l'm		
	counting		
	one, what		
	is one	/>'	
	1 - One is	Assessment: have learners to practice with more	
	one alone,	examples	
Thursday	Sing songs	Give learners photocopied worksheets with	Review the lesson with
•	like:	symmetrical and non-symmetrical objects to sort and	Learners
		explain why they are symmetrical or not showing the	
	l'm	lines of symmetry	
	counting		
	one, what	757 77 67	
	is one	A B	
	1 - One is		
	one	F	
	l		L

NANA FIIFI ACQUAH 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 Assessment: have learners to practice with more examples Friday Sing songs Give learners cut-out 2D fold shapes to investigate the Review the lesson with number of lines of symmetry like: Learners Give learners 2-D shapes to copy and draw their lines of ľm counting symmetry one, what is one 1 - One is one alone,

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Assessment: have learners to practice with more

alone it

examples

NANA FIIFI ACQUAH		
	•	LESSON PLA

SUBJECT: CLASS: FOUR

Week Ending	g:			Class size:			
Day:			Da	Date :			
Period :			les	son :			
i ciioù .							
Strand: FOR	CES AND ENE	RGY Sub	b-strand:	ELECTRICITY AND ELECTR	ONICS		
Indicator (co	ode)	B4.4.3.1.1					
<u>-</u>	ndard (code)						
Performance	e Indicator	Learners can demons	strate unde	erstanding of elastic and	compressional forces and		
		their everyday applica			·		
		tivity and Innovation C ng and Problem Solving		tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	ng assessr	nent)	Plenary / Reflections		
	(preparing the brain						
	for						
Monday	learning) Engage	Learners bring catapu	ulta rubbo	hands springs and	What have we learnt		
monday	learners to	bicycle pumps to class		Samus, Sprinigs and	today?		
	sing songs	Guide learners to de			,		
	and recite	forces, e.g. by kicking		ifferent directions, ce of paper or stopping	Ask learners to		
	familiar	a moving toy.	ipinig a pie	ce of paper of stopping	summarize the		
	rhymes	• Engage learners in a	activities to	demonstrate elastic	important points of the		
		and compression forc	ces using th	ne materials brought to	lesson		
_							

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NANA TIII TAC	3407111	Assessment: let learners explain elastic and compressional forces	
Thursday	Engage learners to sing songs	Learners to mention how elastic and compressional forces are applied in everyday life.	What have we learnt today?
	and recite familiar rhymes	Assessment: let learners mention how elastic and compressional forces are applied in everyday life.	Ask learners to summarize the important points of the lesson
Vetted by :		Signature:	Date :
		A FILLING ON THE SCHOOL OF THE	

Vetted hv	Signature:	Date:
verted by	 3.8.19.6.	Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: **FOUR** Class size: Week Ending: Day: Date: Period: Lesson: Strand: PHYSICAL FITNESS CONCEPTS, PRINCIPLES **Sub-strand:** FITNESS PROGRAMME **AND STRATEGIES** Indicator (code) B4.4.1.4.1: B4.4.1.4. Content standard (code) Performance Indicator Learners can identify the heart rate intensity (target heartrate range) that is necessary to increase aerobic capacity Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L.R. (s) Cones PE curriculum Page Ref: Phase 1: Phase 2: Main Phase 3: DAY Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Learners walk, power walk, walk-What have we learnt Friday Learners jog round a demarcated area in files jog, jog at their own pace keeping today? while singing and the heart rate at maximum aerobic clapping to warm-up the endurance level (70-75%) at least Use answers to body for maximal three times a week. Incorporate summarise the lesson. performance and to aerobic dance and circuit training and strength training in this prevent injuries moderate to vigorous physical activity.

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verted by	Signature	Date

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FOUR

Week Ending:				Class size:			
Day:			1	Date :			
Period :			1	Les	son:		
Strand : The	Strand : The Family and Community			d : R	oles and Relationships		
Indicator (co	-	B4.4.1.1.2					
Content star	ndard (code)	B4.4.1.1.					
Performance	e Indicator	Learners can identi	fy deeds t	hat	attract rewards	V	
•		tivity and Innovation ng and Problem Solvi		nica	tion and Collaboration Pe	ersonal Development and	
Keywords					/Y		
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page	lum Page				
DAY	Phase 1:	Phase 2: Main	N			Phase 3:	
	Starter	(new learning inclu	ding asse	ssm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Friday Engage Let learners select texts from		eds and dr):25-37), -	m the sacred scriptures that dramatise them: - The Good - The Feeding of the Five		What have we learnt today?		
	and recite familiar rhymes Thousand-a litt 14:16-21), - Rig Quran 11:11) a		boy offered his loaf of bread (Mathew eous Deeds (Surah Hud, The Holy - Traditional folktales and proverbs.		rah Hud, The Holy	Ask learners to summarize the main points in the lesson	
		rewards	initers luci	iiuli'	y accus that athlact		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Ending	g:			Class size:		
Day:			Dat	Date :		
Period :			Les	son :		
Strand : Perf	orming Arts	Sub-strai	 nd : T	hinking and Exploring Id	eas	
	7	July 201 a.		Thinking and Expressing to		
Indicator (co	ode)	B4. 2.1.1.5				
Content star	ndard (code)	B4. 2.1.1.				
Performance	e Indicator			, 50		
Core Compe	tencies: Crea	 tivity and Innovation Commu	ınica	tion and Collaboration P	ersonal Develonment and	
_		ng and Problem Solving.	iiiica	tion and conaboration F	ersonar Development and	
) '		
Keywords						
T. L .R. (s)	T	Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
DAI	Starter	(new learning including ass	essm	nent)	Plenary / Reflections	
	(preparing	(new rearring mercaning ass	C3311		Trendry / Herreddions	
	the brain					
	for					
	learning)					
	Engage	Learners are to:			What have we learnt	
	learners to	select compositions and	perfo	rmances of some	today?	
	sing songs	Ghanaian performing artists	s tha	t reflect topical issues		
	and recite	of national concern (e.g. ro	ad sa	fety, plastic waste,	Ask learners to	
	familiar	water pollution, climate cha	ange,	migration of youth);	summarize the main	
	rhymes	② discuss the compositions	and p	performances to share	points in the lesson	
		ideas on how the selected a	rtwo	orks express topical		
		issues of national concern in	n Gha	ana; 🏿		

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	Assessment: let learners write guic the artworks of some Ghanaian pe	
Engage learners sing son and reci familiar rhymes	topic/theme, materials used, style	of artist, etc. Ask learners to summarize the main
Vetted by :	Signature	e: Date :

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vetted by	318114141 61	Date :

NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:				Class size:		
Day:			Da	Date :		
Period :			Les	son:		
Strand: WO	RD PROCESSI	NG Sub-s	trand:	FECHNOLOGY IN THE CON	MMUNITY	
		(COM	1MUNIC	ATION)		
Indicator (co	de)	B4.1.4.1.1.				
Content standard (code)		B4.1.4.1.				
Performance	e Indicator	Learners can describe h	ow digit	al systems are used and o	could be used at home, in	
		school and the local con	nmunity			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page	-0;			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to menti	ion and o	describe how digital	What have we learnt	
	learners to	systems (computers, mo	obile ph	ones, megaphones etc.)	today?	
Wednesday	sing songs	are used and could be u	ome, in school and the			
	and recite	local community	Ask learners to			
	familiar				summarize the main	
	rhymes				points in the lesson	
		Assessment:				
		Let learners describe ho	ow digita	al systems are used at		
		home, in school and the	e local co	ommunity		

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Ending:			Class size:			
Day:		Dat	e:			
Period :				Less	son :	
Strand : OUR NATION GHANA Sub-strain		Sub-stran	nd : Being a Citizen			
Indicator (co	ode)	B4.4.1.2.1.				
Content star	ndard (code)	B4.4.1.2.				
Performance	e Indicator	Learners can iden	tify the cha	aract	eristics of a responsible	citizen
Core Compe	tencies: Crea	tivity and Innovation	n Commur	nicat	tion and Collaboration Pe	ersonal Development and
		ng and Problem Sol				·
Varronda				1	<u> </u>	
Keywords			2			
T. L .R. (s)		Pictures				
Ref:	Our World (World Our People curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for	b				
	learning)					
Tuesday	Engage	Discuss with learners the types of citizens e.g. i. Active What have we learnt				
	learners to				vidual who contributes	today?
	sing songs	to the well-being	of his or he	er co	mmunity.	
	and recite					Ask learners to
	familiar		•		n is an individual who	summarize the main
	rhymes	does not contribu community.	te to the w	vell-k	peing of his or her	points in the lesson

NANA FIIFI ACQUAH Learners through think-pair-share to talk about the characteristics of a responsible citizen, e.g. i. obey rules and regulations ii. diligence iii. patriotism iv. honesty v. respect vi. hard work vii. commitment viii. listening/tolerance to other view points Assessment: let learners identify the characteristics of a responsible citizen Thursday Engage Learners, in groups, identify the characteristics of a What have we learnt good citizen. today? learners to sing songs Case study Teacher uses case study approach to raise a and recite variety of issues, e.g. A pupil finds money in the Ask learners to

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classroom and keeps it instead of finding the owner.

Assessment: let learners identify the characteristics of

Pupils to react and state their views on this issue.

summarize the main

points in the lesson

familiar

rhymes

a good citizen.

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Ending:		Class size:			
Day:		Date :			
Period :				Loccon	
Period :				Lesson:	
Strand : Cold	onisation and	Developments	Sub-strar	nd: Establishing Colonial Rule	in Ghana
under Colon	ial Rule in Gh	ana			
Indicator (co		B4.4.1.2.1			
	ndard (code)				
Performance	e Indicator			the different areas: The Colo	•
			ne British N	Nandated Togoland became o	ne territory known as the
		Gold Coast			
_		•		inication and Collaboration Pe	ersonal Development and
Leadership C	ritical Ininkir	ng and Problem So	iving.		
Keywords					
T. L .R. (s)		Pictures			
Ref: History curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Tuesday	Engage	Illustrate how the	e Asante ar	nd the Northern Territories	What have we learnt
	learners to	became protecto	rates with	the aid of a map	today?
	sing songs				
	and recite			scribe how the different	Ask learners to
	familiar		•	nd The Northern Territories	summarize the main
	rhymes	became one terri	tory knowi	n as the Gold Coast	points in the lesson

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

	Vetted by :	Signature:	Date :
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LESSON PLAN
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SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
					V
Strand : Ora	l Language		Sub-stran	nd: Presentation	
	. 0 0 .				
Indicator (co	ode)	B4.1.11.1.2	B4.1.11	. 1.3	
Content star	ndard (code)	B4.1.11.1.	B4.1.11	. 1.	
Performance	e Indicator	• The learn	er should s	say the names of the week in	sequence
		• The learne	er should s	ay the names of the months i	n sequence
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication and Collaboration Po	ersonal Development and
=		ng and Problem So			·
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
		191			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	• Let learners say	the letters	s of the alphabet.	What have we learnt
	leaners to	J		imes of the days in a week.	today?
	sing songs	-		rs in the classroom.	
	and recite			names of the week in	
	familiar	-		es of the days of the week to	
	rhymes	form simple sente		ays of the week on the board	Review the lesson with
		and lead learners		•	learners

NANA FIIFI AC	QUAH		
		• Let learners say the names of the days of the week in turns. E.g. Sunday, Monday, Tuesday etc. Assessment: let learners say the names of the week in sequence	
	Engage leaners to sing songs and recite familiar rhymes	 Create a game with the names of the months of the year. Play the game with learners in the classroom. Help learners to mention the names of the months in sequence. Let learners form sentences with the names of the months of the year. E.g. January, February, March, April, etc. Assessment: let learners say the names of the months in sequence 	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	 Create a game with the names of the months of the year. Play the game with learners in the classroom. Help learners to mention the names of the months in sequence. Let learners form sentences with the names of the months of the year. E.g. January, February, March, 	What have we learnt today? Review the lesson with learners

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Assessment: let learners say the names of the months

April, etc.

in sequence

TERM THREE BASIC FOUR WEEK 3



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending: Class size:						
Day:			te :			
Period :		Le	sson :			
				0		
Strand :		Sub-strand:				
A. Oral Language		A. Prese	ntation			
B. Reading		B. Comp	rehension			
C. Grammar Usage A	t Word	C. Adve	bs			
D. Writing		D. Argur	nentative/Persu	uasive Writin	g	
E. Using Writing Con	ventions	E. Using	Simple, Compo	und and Cor	mplex Sente	nces
F. Extensive Reading			•			
Indicator (code)	(B4.1.10.1.1 B4.1	L.10.1.2) B4.2.	7.3.1 B4.3.6.1.1	B4.4.13.2.4	1 B4.5.9.1.1	B4.6.1.1.1
Content standard (code) (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.			B4.6.1.1.1			
Performance Indicator	A. Learners	can demonstra	ate awareness o	of the featur	es of spoke	n language.
	Demonstr	ate awarenes	s of the differe	nces betwe	en spoken a	and written
			imple and comp			
B. Learners can determine the contextual meaning of words and phrases			hrases			
			os of time and p			
	D. Learners of presented	•	concluding stat	ement that	follows fror	n argument
	•		bjects and verbs	s in simple s	entences	
F. Learners can read a variety of age- and level appropriate books and prese			and present			
			ary of each bool			·
Core Competencies: Crea	·				sonal Develo	pment and
Leadership Critical Thinkin	ng and Problem So	lving.				
Keywords						
T. L .R. (s)	Word cards, sent	ence cards, let	ter cards, hand	writing on a	manila card	and a class
	library.					

Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	learning) Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE Through role play, demonstrate the features of spoken language. e.g. Contractions: Can't, Shouldn't, etc. Ellipses: A. How are you? B. Fine. Assessment: let learners mention the differences between spoken and written forms of language	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 Phrases have their meaning different from the individual words. Guide learners to make the right meaning using the text to get the contextual meaning Assessment: let learners determine the contextual meaning of words and phrases	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Revise adverbs by having learners identify them in sentences. Present adverbs of place in context. Provide practice in identifying and using adverbs. For practice use questions and answers, and illustrations. Drill learners to practise the appropriate use of adverbs of place. e.g. i. Where is the cat? The cat is here. ii. Where is Kojo? Kojo is outside. Examples of adverbs of place are: here, there, outside, inside, etc. Assessment: let learners use adverbs of place to form correct sentences 	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI AC Thursday	Engage	D.WRITING	What have we learnt
iliuisuay	learners to	Assessment: let learners	today?
	sing songs	Have learners listen to a debate on a familiar topic.	today:
	and recite	Learners in groups discuss the debate.	Ask learners to
	familiar	Teach the features of a debate.	summarize the main
	rhymes	Guide learners to select a debatable topic. Divide the	points in the lesson
	,	class into two to go through the writing process to	1
		prepare to debate the topic	
		Assessment: let learners provide a concluding	
		statement that follows from argument presented	
Friday	Engage	E.WRITING CONVENTION	What have we learnt
	learners to	Give learners an extract from a comprehension	today?
	sing songs	passage.	/
	and recite	Guide them to identify the simple sentences. Let	Ask learners to
	familiar	them identify subjects and verbs in each sentence.	summarize the main
	rhymes	Let learners write an event they have participated in.	points in the lesson
		Assessment: let learners identify subjects and verbs in	
		simple sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
	period	feedback	
		TEEUDOCK	
		Assessment Ask each learnes to write a two servers	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:	
Day:			D	Pate :	
Period :			Le	esson :	
Strand : GEOMETRY AND MEASUREMENT Sub-stran			Sub-strand	: Position / Transformation	1
Indicator (code) B4.3.2.1.1 B4.3.3.		B4.3.3.1.1	1		
Content standard (code) B4.3.2.1. B4.3.3		B4.3.3.1.			
cardinal points nor		oints north, s	the position and motion of objects in space using the th, south, east and west ate perimeter using referents for centimetre or metre		
Core Competencies: Creativity and Innovation Comm			<u> </u>		
=		ng and Problem Solv			
Keywords		J.			
T. L .R. (s)	,	Counters			
Ref:	Mathematio	cs curriculum Page	•		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding assess	sment)	Phase 3: Plenary / Reflections

Monday Sing	g songs F		
like		Put pupils in convenient groups a give each group with	Review the lesson with
	: a	a worksheet on graph with different labelled	Learners
	C	coordinates; some with axes labelled and other not etc.	
ľm	F	Pupils discuss their worksheets in their groups, then	
cou	inting v	with whole class, describing coordinates, axes and	
one	e, what p	pointing out errors on graphs if any	
is or	ne		
1 - 0	One is	Pupils describe the position and motion of objects: e.g.	
one	alone, 1	The point P is to the west of point T but to the north of	
alor	ne it t	the A	
shal	ll be.		
2 - 7	Two	P + T	<u> </u>
pair	r, two	-4 0 4 *	
	r come	A + B	
·	r let us		
pair	_	Assessment: have learners to practice with more	
		examples	
Tuesday Sing		Ask learners to locate the coordinates (i.e. ordered	Review the lesson with
like		pairs of the location) of the Points; e.g. B is (2,3) and T	Learners
	'	is (2,2)	200111010
l'm		3 (2,2)	
	inting	P T	
	e, what	-4 O 4 x	
is or	•	A + B	
15 01	iie –		
		Assessment: have learners to practice with more	
		examples	
Wednesday Sing		Using pupils' referents for centimetre or metre	Review the lesson with
like	Y	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
l'm		then measure with a ruler of tape and calculate the	
cou	inting a	actual perimeter and compare the answers	
one	e, what	COTICLO	
is or	ne		
	One is		
1 - 0	Į į		
	alone,		
one	•	Assessment: have learners to practice with more	

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Thursday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what is one 1 - One is one alone,		
	alone it shall be.	Assessment: have learners to practice with more examples	
Friday	Sing songs	Using pupils' referents for centimetre or metre	Review the lesson with
	like:	estimate and calculate perimeter of any object in the	Learners
		classroom (e.g. exercise book, floor tiles, math set, etc.)	
	l'm	then measure with a ruler of tape and calculate the	
	counting	actual perimeter and compare the answers	
	one, what		
	is one	C. min.	
	1 - One is		
	one alone,		
	alone it	Assessment: have learners to practice with more	
		examples	

Vetted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending:				Class size:		
Day:			Dat	e :		
Period :				Les	son :	
Strand: HUMANS AND THE ENVIRONMENT		łE	Sub-strar	Sub-strand: PERSONAL HYGIENE AND SANITATION		
Indicator (co	ode)	B4. 5.1.1.1				
Content star	ndard (code)	B4. 5.1.1.				
Performance	e Indicator	Learners can know	w how to d	are	for one's self and the env	rironment
Core Competencies: Crea Leadership Critical Thinkin		•		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curr	ience curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	the whole class of hygiene. • Learners write to include bathing to their finger nails, classrooms, etc.).	n what the heir ideas wice daily, washing th	on fl clea neir t	and share ideas with to maintain personal ashcards (ideas may ning the teeth, cutting towels, sweeping their what will happen if they odies.	What have we learnt today? Ask learners to summarize the important points of the lesson

NANATIITAC	SQUAIT	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
Vetted by :		Signature:	Date :
		A FILLER	

Vetted by : Sign	gnature:	Date :
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		:	LESSON PLAN	
SUBJECT: PHYSICAL EDUCATION	CLASS:	FOU	JR	
Week Ending:			Class size:	
Day:		Da	ate:	
Period :		Le	sson :	
Strand: PHYSICAL FITNESS CONCEPTS, P	RINCIPLES AND	ND Sub-strand : FITNESS PROGRAMME		
STRATEGIES				
Indicator (code)	B4.4	.1.4.2:		
Content standard (code)	B4.4	.1.4.		
Performance Indicator	Lear	ners can	discuss how prolong physical activity	
	incre	eases endi	urance, allowing movement to occur fo	
	long	er periods	of time.	
Core Competencies: Creativity and Inno	vation Communicat	ion and Co	ollaboration Personal Development and	
Leadership Critical Thinking and Problem	n Solving.	H.		
Keywords		Y		

Cones

Phase 2: Main

(new learning

including assessment)

Learners discuss how

prolonged activities

like jogging, walking,

etc. improve

endurance.

Phase 3:

the lesson.

Plenary / Reflections

What have we learnt today?

Use answers to summarise

PE curriculum Page

Phase 1:

for learning)

(preparing the brain

Learners jog round a

demarcated area in files while

singing and clapping to warm-

performance and to prevent

up the body for maximal

Starter

injuries

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T. L.R. (s)

Ref:

DAY

Friday

Vetted by :	Signature:	Date :

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	· IFSSON PLAN

SUBJECT: RELIGIOUS	AND MORAL EDUCATION	CLASS:	FOUR

Week Ending	g:				Class size:	
Day:			Dat	Date :		
Period:			1	Less	son:	
Strand: The	Family and C	ommunity Su	ıb-stranc	d : R	oles and Relationships	
Indicator (co	ode)	B4 4.1.1.3:				
Content star	ndard (code)	B4 4.1.1.				
Performance	e Indicator	Learners can give rea	asons for	rev	warding good deeds.	~
-		tivity and Innovation C ng and Problem Solving		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	~C)-)	
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Lead learners to reca	_			What have we learnt
	learners to				ewards: handshakes,	today?
	sing songs	hugs, praises, certific			,	
	and recite	Guide learners to d				Ask learners to
	familiar	deeds: -to ensure law			•	summarize the main
	rhymes	everyone to develop good moral life -to encourage			points in the lesson	
		hardworking, etc.				
		Assessment: let learn	ners give	e re	asons for rewarding	
		good deeds				

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If you find this file helpful for your work, kindly do	nate to the MTN no. 0245350591 (Na	ana Fiifi Acquah) to support the

team. May Allah/God bless you

NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: CREATIVE ARTS CLASS: FOUR

Week Endin	g:			Class size:		
Day:		D	Date :			
Period :			Le	esson:		
		Γ.		21		
Strand : Visu	ial Arts	Si	ub-strand	Planning, Making and Co	mposing	
1 - 4"1 /	.1.1	D44222				
Indicator (co		B4 1.2.2.3				
	ndard (code)					
Performance	e indicator	•		available visual arts med		
			own views	, knowledge and understa	anding of topical issues in	
00		Ghana	<u> </u>	alian and Callahanalian B		
=		tivity and innovation ng and Problem Solvir		cation and Collaboration P	ersonai Development and	
Leadership C	ZIILICAI IIIIIIKII	ig and Problem 301vii	lig.			
Keywords		•	12			
-			Y			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assess	ment)	Plenary / Reflections	
	(preparing	31				
	the brain	•				
	for					
	learning)					
	Engage	•		gs to select available	What have we learnt	
	learners to		_	od for making artworks;	today?	
	sing songs	-		vailable materials and		
	and recite			king methods and skills	Ask learners to	
	familiar			nâché (paper pulp) etc.	summarize the main	
	rhymes	_	-	raw, yarn, paper etc. for	points in the lesson	
		weaving; - odds and		_		
		stabiles by construc	ting and as	sembling; - brushes and		

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		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;	
		Assessment: let learners create artworks based on own	
		views, knowledge and understanding of topical issues in	
		Ghana	
	Engage	Learners are to:	What have we learnt
	learners to	discuss and compare their artworks to the visual	today?
	sing songs	artworks studied	~
	and recite		Ask learners to
	familiar	Assessment: let learners create artworks based on own	summarize the main
	rhymes	views, knowledge and understanding of topical issues in	points in the lesson
		Ghana	

Vetted by :	Signature:	Date :
vetted by	Signature	Date

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:		Class size:				
Day:			Date :			
Period :			Lesson:			
Strand : WORD PROCESSING Sub-stran			b-stran	nd : T	ECHNOLOGY IN THE CO	MMUNITY
		(CO	DMMU	NICA	TION)	
Indicator (co	ode)	B4.1.4.1.2.				
Content star	ndard (code)	B4.1.4.1.				
Performance	e Indicator	Learners can identify	and li	ist co	mmon examples of ene	ergy-efficient gadgets and
		techniques used in ho	omes,	in scl	nools and in the local co	ommunities e.g. using the
		appropriate energy-e	efficien	t gad	gets - energy saving bu	ılbs, choosing the right
		appliances, cleaning y	our sto	ove o	ften (soot removal), red	ucing overall cooking time
		etc.				
Core Compe	tencies: Crea	tivity and Innovation Co	commu	inicat	ion and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solving	5.			
Keywords				7)	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including	ng asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	(9)				
	for					
	learning)	7,				
	Engage				gadgets or devices to	What have we learnt
	learners to	class e.g. energy savin cooking stoves, toilet				today?
Wednesday	sing songs	energy-saving shower			•	
	and recite	learners to discuss in				Ask learners to
familiar to the		``			nergy-efficient devices	summarize the main
	rhymes	and techniques.	•			points in the lesson
		Assessment:				
		Let learners identify a		t com	mon examples of	
		energy-efficient gadge	ets			

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 Date :

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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:		
Day:			1	ate:		
Period :			ı	esson :		
Ctuoned . Olli	NATION CIL	A N A	Cub strong	. Doing a Citiza	n ()	
Strand: OUR	R NATION GH	AIVA	Sub-strand	: Being a Citize		
Indicator (co	ode)	B4.4.1.3.1				
Content star	ndard (code)	B4.4.1.3.				
Performance	e Indicator	Learners can beco	me commit	ted to duties ar	nd responsib	ilities
Core Compe	tencies: Crea	ı tivity and Innovatio	n Commun	cation and Coll	aboration Pe	ersonal Development and
=		ng and Problem Sol				•
				<u> </u>		
Keywords			10			
T. L .R. (s)		Pictures				
Ref:	Our World (Our People curricu	lum Page			
			,			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	sment)		Plenary / Reflections
	(preparing					
	the brain	71				
	for					
T	learning)	1 1-2		•		Male at the control of the control
Tuesday	Engage	Learners explain o		•	•	What have we learnt
	learners to	or understanding	you make to)/with someon	e or	today?
	sing songs	something.	n +h aa	hhiah +ha	250	Ask loornors to
	and recite familiar	 Learners mention expected to show 	•		are	Ask learners to summarize the main
		•	commune	it.		
	rhymes	For example:Show commitme	ent to God o	uch as praving	everyday	points in the lesson
		and reading script		. , .		
		l and reading scribt	ures, neipii	g others shown	ng charty.	

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		 Show commitment to the family duties such as keeping room clean and taking care of pets. Showing commitment to school work by doing homework, keeping the classroom neat, and coming to school everyday. 	
		Assessment: let learners mention the ways by which they are expected to show commitment.	
Thursday	Engage	Learners role play scenarios or engage in other	What have we learnt
	learners to	activities that show the benefits for showing	today?
	sing songs	commitment.	
	and recite	We show respect to God, teachers, parents and	Ask learners to
	familiar	leaders.	summarize the main
	rhymes	We develop positive self-identity.	points in the lesson
		We develop good relationships etc	

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vected by	3.6. 444	Date :

Assessment: let learners mention the benefits for

showing commitment

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	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	ıg:			Class size:		
Day:				Date :		
Period :				Lesson:		
Strand : Col	onisation and D	evelopments	Sub-strai	nd: Establishing Colonial Rul	e in Ghana	
under Color	nial Rule in Ghan	na		00,		
Indicator (c	ode)	B4.4.1.2.1	I			
Content sta	ndard (code)	B4.4.1.2.				
Performano	e Indicator	Learners can cor	mpare the	map of the Gold Coast in 19	55 and the map of Ghana	
		today				
				nication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinking	and Problem Solv	ring.)-		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curricu					
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning ind	cluding as:	sessment)	Plenary / Reflections	
	(preparing					
	the brain for learning)					
Tuesday	Engage	Compare the ma	n of the G	old Coast in 1955 and the	What have we learnt	
Tucsuay	learners to	· ·	•	ss your observations	today?	
	sing songs		day. Discu	33 your observations	today	
	and recite				Ask learners to	
	familiar				summarize the main	
	rhymes			ompare the map of the gold	points in the lesson	
	, -		d the map	of Ghana today for		
	How did	differences				
	Asante and					

the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories? Thursday Engage learners to sing songs and recite familiar rhymes the Northern Territories become protectorates of the British? How did Britain acquire the mandated territories? Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations sing songs and recite familiar rhymes differences	NANA FIIFI AC	QUAH		
become protectorates of the British? How did Britain acquire the mandated territories? Thursday Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of the Gold Coast in 1955 and the map of Ghana today for		the Northern		
protectorates of the British? How did Britain acquire the mandated territories? Thursday Engage Compare the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for		Territories		
of the British? How did Britain acquire the mandated territories? Thursday Engage learners to sing songs and recite familiar 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 familiar Coast in 1955 and the map of Ghana today for		become		
British? How did Britain acquire the mandated territories? Thursday Engage learners to sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of the Gold Coast in 1955 and the map of the Gold Coast in 1955 and the map of Ghana today for		protectorates		
How did Britain acquire the mandated territories? Thursday Engage learners to sing songs and recite familiar Assessment: let learners compare the map of the Gold familiar How did Britain acquire the map of the Gold Coast in 1955 and the map of Ghana today. Discuss your observations		of the		
Britain acquire the mandated territories? Thursday Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite Assessment: let learners compare the map of the Gold familiar Coast in 1955 and the map of Ghana today for		British?		
acquire the mandated territories? Thursday Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for		How did		
mandated territories? Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite familiar Assessment: let learners compare the map of Ghana today for		Britain		
Thursday Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite familiar Assessment: let learners compare the map of Ghana today for		acquire the		
Thursday Engage Compare the map of the Gold Coast in 1955 and the learners to sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for		mandated		
learners to sing songs and recite Assessment: let learners compare the map of the Gold familiar Coast in 1955 and the map of Ghana today for		territories?		
learners to sing songs and recite Assessment: let learners compare the map of the Gold familiar Coast in 1955 and the map of Ghana today for				
sing songs and recite familiar Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for	Thursday	Engage	Compare the map of the Gold Coast in 1955 and the	
and recite Assessment: let learners compare the map of the Gold Coast in 1955 and the map of Ghana today for		learners to	map of Ghana today. Discuss your observations	
familiar Coast in 1955 and the map of Ghana today for		sing songs		
		and recite	Assessment: let learners compare the map of the Gold	
rhymes differences		familiar	Coast in 1955 and the map of Ghana today for	
		rhymes	differences	
Vetted by : Date : Date :				

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	•	LESSON PLAI

SUBJECT: GHANAIAN LANGUAGE CLASS: FOUR

Week Ending:				Class size:			
Day :			0	Date :			
Period :			L	esson :			
Strand : Rea	ding		Sub-strand	: Fluency			
Indicator (co	ode)	B4.2.7.1.3	B4.2.8.1.1				
Content star	ndard (code)	B4.2.7.1.	B4.2.8.1.	B4.2.8.1.			
Performance	e Indicator	• Th	ne learner sh	learner should answer questions on a passage			
				earner should read short passages observing punctuations			
				rner should read about 125 to 150 words per minute ommunication and Collaboration Personal Development and			
				ication and Collaboration Po	ersonal Development and		
Leadership C	TILICAI IIIIIKII	ng and Problem So	iving.				
Keywords							
T. L .R. (s)		Manila cards, ma	rkers, record	ded audios visual			
Ref:	Manila card	s, markers, record	ed audios vis	sual			
		DI					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asses	ssment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						
	Engage	• Let learners rea	ad the passa	ge again in turns.	What have we learnt		
	leaners to	• Call a learner to	o ask questic	ons based on the passage	today?		
	sing songs	read for the othe	r learners to	answer.			
	and recite	• Ask questions for	or learners t	o answer			
	familiar						
	rhymes	Assessment: let le	earners ansv	ver questions on a passage			

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NANA FIIFI AC			Review the lesson with
			learners
	Engage leaners to sing songs and recite familiar rhymes	 Give learners short passages to read in silently. Call learners to read the passage in turns (correct learners where necessary). As they read, let them observe the punctuations in the passage. 	What have we learnt today? Review the lesson with
		Assessment: let learners read short passages observing punctuations	learners
	Engage leaners to sing songs and recite	 Give learners a passage to read (the passage should be about 125 to 150 words to be read in a minute.) Group learners and let them play a reading game at 120 words or more per minute 	What have we learnt today? Review the lesson with
	familiar rhymes	Assessment: let learners read about 125 to 150 words per minute	learners

Vetted by :	Signature:	Date :

TERM THREE BASIC FOUR WEEK 4



NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:			Class size:
Day:		Dat	:e :
Period :		Les	son :
			1250
Strand :	Sub-stra	ind:	
A. Oral Language	A. 1	Preser	ntation
B. Reading	В. 5	Silent	Reading
C. Grammar Usage A	t Word C. 7	Adver	bs
D. Writing	D. /	Argum	nentative/Persuasive Writing
E. Using Writing Con	ventions E. U	Jsing	Simple, Compound and Complex Sentences
F. Extensive Reading	F. 1	Buildii	ng The Love And Culture Of Reading
Indicator (code)	(B4.1.10.1.3 B4.1.10.2.1)	34.2.8	3.1.1 B4.3.6.1.2 B4.4.13.2.4 B4.5.9.1.1 B4.6.1.1.1
Content standard (code)	•		.1. B4.3.6.1. B4.4.13.2. B4.5.9.1. B4.6.1.1.1
Performance Indicator	A. Learners can demo	nstra	te awareness of how meaning is conveyed through
			, tone – through stories read aloud. Speak clearly
			opropriate voice qualities (pace, tone etc.)
	B. Learners can rea	d sile	ently and reasonably for meaning from level
	appropriate texts		
			s of time to modify verbs
	-	de a d	concluding statement that follows from argument
	presented	_	
	E. Learners can ident	fy sub	pjects and verbs in simple sentences

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		F. Learners can read a variety of age- and level appro	opriate books and preser
		a-two-paragraph summary of each book read	
-		itivity and Innovation Communication and Collaboration Pong and Problem Solving.	ersonal Development an
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	for learning)		
Monday	Engage learners to sing songs	 A. ORAL LANGUAGE Model reading aloud a level-appropriate story or a paragraph with good pace, stress or intonation. 	What have we learnt today?
	and recite familiar	Read the same story or text aloud with poor pace, stress and intonation.	Ask learners to summarize the main
	rhymes	 Put learners into groups to analyse the types of reading and identify which one conveys meaning and why. Have learners practise reading the story with good pace, stress and intonation. 	points in the lesson
		 Model a speech: choose a familiar topic and make a short speech on it. Guide learners to discuss the speech. 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. 	
		Assessment: let learners speak clearly and fluently, using the appropriate voice qualities	

Engage	B.READING	What have we learnt
	Learners read silently making reference to pictures,	today?
		A ala la avoca da ka
	•	Ask learners to summarize the main
	Note: You may guide learners with questions to do this.	points in the lesson
THYTHES	Assessment: let learners, make reference to nictures	points in the lesson
	-	
Engage	C.GRAMMAR	What have we learnt
learners to	• Present adverbs of place in context. Examples	today?
sing songs	of adverb of time are yesterday, today, tomorrow, etc	•
and recite		Ask learners to
familiar	Assessment: let learners use adverbs of time to modify	summarize the main
rhymes	verbs	points in the lesson
Engage	D.WRITING	What have we learnt
learners to		today?
	process to prepare to debate the topic.	Ask learners to
		summarize the main
rnymes		points in the lesson
Engage	E.WRITING CONVENTION	What have we learnt
learners to	Let learners write an event they have participated in.	today?
sing songs	• Learners edit their work to demonstrate their	
and recite	knowledge of subject and predicate	Ask learners to
familiar		summarize the main
rhymes	Assessment: let learners identify subjects and verbs in	points in the lesson
	simple sentences	
Guide	E.EXTENSIVE READING	Have learners to tell
learners to	Guide learners to choose and read independently books	what they read to the
choose and	of their choice during the library period.	whole class
read books	• Learners think-pair-share their stories with peers.	
during the	 Ask each learner to write a-two-paragraph summary 	
library	of the book read.	
period	• Invite individuals to present their work to the class for	
	feedback	
	Assessment: Ask each learner to write a-two-paragraph	
	learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Cuide learners to choose and read books during the library	Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to sing songs and recite familiar rhymes Engage learners to select a debatable topic. Divide the class into two to go through the writing process to prepare to debate the topic. Divide the class into two to go through the writing process to prepare to debate the topic. Engage learners to sing songs attement that follows from argument presented Engage learners to sing songs and recite familiar rhymes Engage learners edit their work to demonstrate their knowledge of subject and predicate Engage learners edit their work to demonstrate their knowledge of subject and predicate Engale learners to choose and read independently books of their choice during the library period. E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. E.Ask each learner to write a-two-paragraph summary of the book read. Invite individuals to present their work to the class for

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Vetted by :	Signature:	Date :

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: Mathematics CLASS: FOUR

Week Ending:		(Class size:			
Day:		Date	:			
Period:		Lesso	easurement- (Perimete	r and Argal		
Strailu . GEC	DIVILLINI AND	MEASUREMENT	Sub-strai	iiu . ivi	easurement- (Ferimete	i and Aleaj
Indicator (co	ode)	B4.3.3.1.2 B4	.3.3.1.3	B4.3.3.1.4		
Content star	ndard (code)	B4.3.3.1. B4	.3.3.1.	B4.3.	3.1.	
in cm and m. • Learners can de square and recta • Learners can con		l m. can develond rectangl can constru	op and e uct dif	d apply a formula for c	gular and irregular shapes determining perimeter of iven perimeter (cm, m) to perimeter.	
		tivity and Innovati		unicati	on and Collaboration Pe	ersonal Development and
Leadership	oricical Hilling	ib and i topiciii 30	// v II 16.			
Keywords						
T. L .R. (s) Counters						
Ref: Mathematics curriculum Page						
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning inc	cluding ass	sessme	ent)	Phase 3: Plenary / Reflections

NANA FIIFI ACC	1		
	for		
	learning)		
Monday	Sing songs	Ask pupils to use a ruler to measure all the sides of a	Review the lesson with
	like:	regular shape and sum up the result to obtain the	Learners
		perimeter	
	l'm		
		_ 5 cm	
	counting	D C	
	one, what		
	is one	3 cm 3 cm	
	1 - One is.		
	2 - pair let	A 5 cm B	V
	us pair	P =	
		16cm	
		Find the Perimeter	
		5cm	
		3cm length=5cm	
		width=3cm	
		5cm	
		P = 5cm + 3cm + 5cm + 3cm = (16cm)	
		Formula: P = 2l + 2w	
		P = 2(5cm) + 2(3cm)	
		P = 10cm + 6cm	
		P = 10cm + 6cm	
		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	
		Assessment: have learners to practice with more	
		examples	
Tuocday	Sing congs	·	Review the lesson with
Tuesday	Sing songs	Given an irregular shape with its sizes, ask pupils to sum	
	like:	up the sizes to obtain the perimeter	Learners
		12 cm	
	l'm	3 cm	
	counting	9 cm (Ocm	A
	one, what	bim	
	is one		
		2 cm	

NANA FIIFI ACC			
	1 - One is		
	one alone,		
	alone it		
	shall be.		
		Assessment: have learners to practice with more	
		examples	
Wednesday	Sing songs	Use cut out shapes to demonstrate how to determine	Review the lesson with
Weariesday	like:	the perimeter of 2-D shapes. Ask pupils to measure the	Learners
	iike.	sides of the cut out shape and add the results to obtain	Learners
	1/100	the perimeter	
	l'm 	5 cm	
	counting		/
	one, what		
	is one	5 cm 5 cm	
	1 - One is		
	one alone,	5 cm	
	alone it	3 (111	
	shall be.	Given a rectangular cut out shape, ask pupils to	
	2 - Two	measure the sides of the shape and determine the	
	pair, two	perimeter of the shape	
	pair come		
	pair let us	A 4 cm B	
	pair	2 cm 2 cm	
	•		
		D 4 cm C	
		Therefore the perimeter of the triangle given is AB +	
		AD + BC + CD. Thus 4cm + 2cm + 4cm + 2cm = 12cm	
Thursday	Sing songs	Given a perimeter of say 36cm, pupils to draw about	Review the lesson with
Thursday	like:	three different rectangular shapes for the same	Learners
	IIIC.	perimeter. Combinations may include (6cm, 6cm, 12cm,	Learners
	l'm		
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,	
	counting	etc	
	one, what		
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Given a perimeter of say 36cm, pupils to draw about	Review the lesson with
	like:	three different rectangular shapes for the same	Learners
		perimeter. Combinations may include (6cm, 6cm, 12cm,	
	l'm	12cm; 8cm, 8cm, 10cm, 10cm; 4cm, 4cm, 14cm, 14cm,	
	counting	etc	
			l

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

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JAMA FIIFI ACOUNTY SCHOOL

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: SCIENCE CLASS: FOUR

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period:				Les	son:	
Strand: HUMANS AND THE ENVIRONMENT		ΗE	Sub-strand : PERSONAL HYGIENE AND SANITATION			
Indicator (code)		B4. 5.1.1.2				
Content star	ndard (code)	B4. 5.1.1.				
Performance Indicator		Learners can describe ways of sustaining the environment through waste management				
		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	nent)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	the environment, • Engage learner waste they produ paper, rubber, bo • Write learners'	including s s in groups ce in the h ottles, etc. ideas on that will hap	sepa to r ome	eos on how to sustain rating waste. nention the types of e and at school, e.g. oard and let them if the wastes they	What have we learnt today? Ask learners to summarize the important points of the lesson

		Assessment: let learners mention what will happen if the wastes they produce are not separated.	
Thursday	Engage learners to	Brainstorm on what will happen if the wastes they produce are not separated.	What have we learnt today?
	sing songs and recite familiar rhymes	Evaluate learners by asking them to perform individual tasks, e.g. by writing down four practical ways of sustaining the environment.	Ask learners to summarize the important points of the
	,es	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.	lesson
		Assessment: let learners write down four practical ways of sustaining the environment.	

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: **FOUR** Class size: Week Ending: Day: Date: Period: Lesson: Strand: PHYSICAL FITNESS CONCEPTS, PRINCIPLES Sub-strand: HEALTHY DIET AND STRATEGIES B4.4.2.4.1 Indicator (code) B4.4.2.4. Content standard (code) Learners can explain how the intensity and duration of **Performance Indicator** exercise, as well as nutritional choices, affect energy use during physical activity. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L.R. (s) Cones Ref: PE curriculum Page Phase 1: Phase 2: Main DAY Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Friday Learners jog round a What have we learnt Learners discuss the relationship demarcated area in files between intensity and duration of today? while singing and exercises. The higher the intensity, clapping to warm-up the the shorter should be the duration. Use answers to body for maximal In high intensity activity, the body summarise the lesson. performance and to burns nutrients faster and requires

Vetted by :	Signature:	Date:
verted by	Signature	Date

more nutrient intake at the end of the activity to maintain equilibrium

prevent injuries

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: **FOUR** Class size: Week Ending: Day: Date: Period: Lesson: **Strand:** The Family and Community **Sub-strand**: Roles and Relationships Indicator (code) B4 4.1.1.3: Content standard (code) B4 4.1.1. Performance Indicator Learners can give reasons for rewarding good deeds. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L .R. (s) **Pictures** Ref: RME curriculum Page Phase 2: Main DAY Phase 1: Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Friday Engage Let learners, in pairs or groups, write essays on good What have we learnt learners to deeds: today? sing songs - Why I will always do good and recite - The rewards of being good Ask learners to familiar Every good turn deserves another. summarize the main rhymes points in the lesson

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Assessment: let learners give reasons for rewarding

good deeds

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: Creative Arts CLASS: FOUR

Week Ending:				Class size:	
Day:		Dat	e:		
Period :			Les	son:	
.	<u> </u>			N	
Strand : Per	forming Arts	Sub-strar	ıa : ⊦	Planning, Making and Cor	mposing
la dianta a la	- d - \	D4 2 2 2 2			
Indicator (co		B4 2.2.2.3.			
	ndard (code)		· . l	-11-11	
Performanc	e indicator	Learners can experiment w			
		create performing artworks	base	ed on own views, knowle	age and understanding of
		topical issues in Ghana); I C II I	15 1 1
-		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration P	ersonal Development and
Leadership	ziilicai iiiiiikii	ig and Froblem Solving.) -		
Keywords					
,					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing	7,			
	the brain				
	for				
	learning)				
	Engage	Learners are to: 2 explore the			What have we learnt
	learners to	select available instruments		•	today?
	sing songs	movement patterns, etc. th			
	and recite	composing and performing			Ask learners to
	familiar	poems, etc.; 🛚 experiment v			summarize the main
	rhymes	instruments, sounds, mover		•	points in the lesson
		perform some of the compo	ositic	ons of the Ghanaian	
		artists studied that reflect to	opica	al issues of national	

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		concern in Ghana such as road safety, plastic waste,	
		water pollution, low rainfall due to climate change,	
		migration of youth, slums in cities	
		Assessment: let learners create performing artworks	
		based on own views, knowledge and understanding of	
		topical issues in Ghana	
	Engage	Learners are to:	What have we learnt
	learners to	discuss and share their experiences for peer review.	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners create performing artworks	summarize the main
	rhymes	based on own views, knowledge and understanding of	points in the lesson

Vetted by :	Signature:	Date :

topical issues in Ghana

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Date: Period: Lesson: Strand: WCDP PROCESSING Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) Indicator (code) B4.1.4.1.3. Content standard (code) B4.1.4.1. Performance Indicator 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. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords F. Laptop T. L. R. (s) Phase 1: Starter (preparing the brain for learning) Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Wednesday 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 and points in the lesson points in the lesson	Week Ending: Class size:					Class size:	
Strand: WORD PROCESSING Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) Indicator (code) B4.1.4.1.3. Content standard (code) B4.1.4.1. Performance Indicator 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. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for (learning) Engage learners to (learning) Engage learners to discuss in groups of three to five, the range of digital systems and their peripheral devices. Wednesday sing songs and recite familiar rhymes Assessment: Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) B4.1.4.1.3. Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) B4.1.4.1.3. Eagle Indicator Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) B4.1.4.1.3. Eagle Indicator Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) B4.1.4.1.3. Eagle Indicator Indicator Sub-strand: TECHNOLOGY IN THE COMMUNITY (COMMUNICATION) B4.1.4.1. Performance Indicator I	Day:				Date :		
COMMUNICATION Indicator (code) B4.1.4.1.3. Content standard (code) B4.1.4.1. Performance Indicator 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. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords Laptop	Period :			Le	essc	on:	
Indicator (code) B4.1.4.1.3. Content standard (code) Performance Indicator 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. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: Assessment: B4.1.4.1.3. Learners can describe how a range of digital systems (hardware and software) and gital systems (hardware and software) and software and software) and software and software and software and software) and Evaluation and Collaboration Personal Development and Collabo	Strand: WO	RD PROCESSI	NG Sub	-strand :	TE	CHNOLOGY IN THE CO	MMUNITY
Content standard (code) B4.1.4.1. Performance Indicator			(CO	MMUNIC	CAT	ION)	
Performance Indicator 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. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to 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 familiar rhymes Assessment: Assessment:	Indicator (co	de)	B4.1.4.1.3.				
their peripheral devices can be used for different purposes in the community. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Laptop Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: their peripheral devices can be used for different purposes in the community. Assessment: T. L. R. (s) Phase 2: Plenary / Reflections Plenary / Reflections What have we learnt today? Ask learners to summarize the main points in the lesson Assessment:	Content star	ndard (code)	B4.1.4.1.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: Core Computing curriculum Page Laptop Phase 2: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections What have we learnt today? What have we learnt today? Ask learners to summarize the main points in the lesson Assessment:	Performance	e Indicator	Learners can describe	how a ra	ng	e of digital systems (ha	rdware and software) and
Keywords T. L. R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: Laptop Phase 3: Phase 3: Plenary / Reflections Plenary / Reflections (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections (new learning including assessment) Phase 3: Plenary / Reflections (new learning including assessment) Plenary / Reflections (new learning including assessment) Plenary / Reflections (new learning including assessment) Ask learners to 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 familiar rhymes Ask learners to summarize the main points in the lesson Assessment:			their peripheral device	es can be	us	ed for different purpos	es in the community.
Keywords T. I. R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (new learning including assessment) (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections Plenary / Reflections Wednesday Engage 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 and recite familiar rhymes Assessment: Assessment:	Core Compe	tencies: Crea	tivity and Innovation Co	ommunic	ati	on and Collaboration P	ersonal Development and
T. L.R. (s) Ref: Computing curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Assessment: Laptop Phase 3: Phase 3: Plenary / Reflections Phase 3: Plenary / Reflections What have we learnt today? What have we learnt today? Assessment:	Leadership C	Critical Thinkin	ng and Problem Solving			CCI,	
Ref: Computing curriculum Page Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar rhymes Computing curriculum Page Phase 2: Main (new learning including assessment) Plenary / Reflections Plenary / Reflections Wednesday Starter (preparing including assessment) Plenary / Reflections Plenary / Reflections What have we learnt today? What have we learnt today? Ask learners to summarize the main points in the lesson Assessment:	Keywords				1		
DAY Phase 1: Starter (new learning including assessment) Plenary / Reflections	T. L .R. (s)		Laptop		abla		
Starter (preparing the brain for learning) Engage Guide learners to discuss in groups of three to five, the learners to sing songs and recite familiar rhymes Assessment: Plenary / Reflections	Ref:	Computing	curriculum Page				
Starter (preparing the brain for learning) Engage Guide learners to discuss in groups of three to five, the learners to sing songs and recite familiar rhymes Assessment: Plenary / Reflections				()			
(preparing the brain for learning) Engage learners to discuss in groups of three to five, the range of digital systems and their peripheral devices. Wednesday sing songs and recite familiar rhymes Assessment: What have we learnt today? What have we learnt today? Ask learners to summarize the main points in the lesson	DAY	Phase 1:	Phase 2: Main				Phase 3:
the brain for learning) Engage Guide learners to discuss in groups of three to five, the learners to range of digital systems and their peripheral devices. Wednesday Sing songs and recite familiar rhymes Class Assessment: What have we learnt today? Ask learners to summarize the main points in the lesson		Starter	(new learning includin	ng assessi	me	nt)	Plenary / Reflections
Learning Engage Guide learners to discuss in groups of three to five, the learners to range of digital systems and their peripheral devices. How they can be used for different purposes in the and recite familiar class Assessment: What have we learnt today? today? Ask learners to summarize the main points in the lesson		•					
Engage Guide learners to discuss in groups of three to five, the learners to range of digital systems and their peripheral devices. Wednesday How they can be used for different purposes in the community. Let learners present their findings to the familiar rhymes Assessment: What have we learnt today? What have we learnt today? Ask learners to summarize the main points in the lesson		for					
Wednesday Ilearners to sing songs and recite familiar rhymes Ilearners to sing songs and recite familiar rhymes Ilearners to 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 summarize the main points in the lesson Assessment:		learning)	1 Al				
Wednesday sing songs and recite community. Let learners present their findings to the familiar rhymes Assessment: How they can be used for different purposes in the community. Let learners present their findings to the summarize the main points in the lesson		Engage	Guide learners to disc	uss in gro	oup	s of three to five, the	What have we learnt
and recite community. Let learners present their findings to the familiar rhymes Ask learners to summarize the main points in the lesson Assessment:		learners to	range of digital system	ns and the	eir	peripheral devices.	today?
familiar class summarize the main points in the lesson Assessment:	Wednesday	sing songs	How they can be used for different purposes in the				
rhymes points in the lesson Assessment:		and recite	community. Let learne	ers preser	nt t	heir findings to the	Ask learners to
Assessment:		familiar	class				summarize the main
		rhymes					points in the lesson
			Assessment:				
Let learners describe how a range of digital systems			Let learners describe h	how a ran	nge	of digital systems	
(hardware and software) and their peripheral devices			(hardware and softwa	re) and th	hei	r peripheral devices	
can be used for different purposes in the community.			can be used for differe	ent purpo	ose	s in the community.	

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 Date :

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FOUR

Week Endin	g:			Class size:	
Day:		Dat	re:		
Period :			Les	son :	
Strand: OUF	R NATION GH	ANA Sub-stra	nd : /	Authority and Power	V
Indicator (co	ode)	B4.4.2.1.1.			
Content star	ndard (code)	B4.4.2.1.			
Performance	e Indicator	Learners can show respect	and (obedience to those in aut	hority
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Solving.		<i>Y</i> .	·
Keywords			<u> </u>		
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Paរ្	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing			,	, ,
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners identify people (c	an us	e films and pictures)	What have we learnt
	learners to	with authority and power i	n the	community: parents,	today?
	sing songs	e.g. Home: parents, grand	-		
	and recite	School: headteacher, teach		•	Ask learners to
	familiar	chiefs, pastors, Imams, Ass		•	summarize the main
	rhymes	State: President, Speaker o	f Par	iament, Members of	points in the lesson
		Parliament.			

NANA FIIFI AC	QUAH		
		Learners talk about why they should respect and obey people in authority: e.g. to promote unity, peace and harmony, to avoid punishment.	
		Assessment: let learners identify people with authority and power in the community	
Thursday	Engage	In groups, learners talk and write about why they	What have we learnt
	learners to	should obey authority.	today?
	sing songs	Learners present their work for class discussion	Ask learners to
	and recite		summarize the main
	familiar	Assessment: let learners write about why they should	noints in the lesson

	familiar rhymes	Assessment: let learners obey authority	write about why they should	points in the lesson
Vetted by :			Signature:	Date :
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		CHE I		
		All		

NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FOUR

Week Endin	g:			Class size:	
Day:			Dat	te:	
Period :			Los	son :	
renou.			Les	3011 .	
				A	
Strand: Inde	ependent Gha	ana S	ub-strand :	The Republics	<u> </u>
Indicator (co	ode)	B4.6.1.1.1.			
Content star	ndard (code)	B4.6.1.1.			
Performance	e Indicator	Learners can explai	in that Ghan	a up to June 1960, thou	gh independent, had the
		Queen of The Unit	ted Kingdom	(UK) as Head of State	of the Ghana and made
		limitations on Ghan	a's independ	dence.	
Core Compe	tencies: Crea	tivity and Innovation	Communica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solvi	ng.		
Vaauda					
Keywords					
T. L .R. (s)		Pictures	*		
Ref:	History curr	iculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning include	ding assessn	nent)	Plenary / Reflections
	(preparing	7,			
	the brain	•			
	for				
	learning)				
Tuesday	Engage	Define the term, Re	public.		What have we learnt
	learners to				today?
	sing songs	Discuss the limitation	ons on Ghan	a's independence up to	
	and recite	June 1960.			Ask learners to
	familiar				summarize the main
	rhymes	Assessment: let lear Ghana's independe	•		points in the lesson

NANA FIIFI ACC	QUAH		
	What is a		
	Republic?		
	Who was		
	the leader		
	of Ghana's		
	first		
	Republic?		
Thursday	Engage	Discuss the limitations on Ghana's independence up to	What have we learnt
	learners to	June 1960	today?
	sing songs		
	and recite		Ask learners to
	familiar	Assessment: let learners explain the limitations on	summarize the main
	rhymes	Ghana's independence up to June 1960.	points in the lesson
			

Vetted by :	Signature:	Date :
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LESSON PLAN
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SUBJECT: Ghanaian Language curriculum CLASS: FOUR

Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
					V
Strand : Rea	ding		Sub-strar	nd : Summarising	
Juana . Nea	ullig		Jub-strai	id . Summarising	
Indicator (co	de)	B4.2.9.1.1	B4. 2.9.	1. 2	
Content star	ndard (code)	B4.2.9.1.	B4. 2.9.	1.	
Performance	e Indicator	• The learn	er should s	select topic sentences in para	graphs.
		• The learn	er should į	give titles to passages	
Core Compe	tencies: Crea	tivity and Innovati	on Commu	inication and Collaboration Po	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.		
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
		191			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inc	luding ass	essment)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
	Engage	· ·	•	nal occupational song.	What have we learnt
	leaners to		id a numbe	er of paragraphs from a	today?
	sing songs and recite		n discuss w	hat a topic sentence is. •	
	familiar			some topic sentences in the	
	rhymes	passage they hav	_	ome topic sentences in the	
	Mymes		-		Review the lesson with
					learners

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		 Let learners continue with the reading of the passage and write down the topic sentences in each paragraph read. Let learners compare their topic sentences in their groups. Let learners compare their final group works to those of other groups. Discuss their findings with them. Assessment: let learners select topic sentences in paragraphs.	
le si a fa	Engage eaners to sing songs and recite amiliar hymes	 Read a passage to learners. Discuss the passage with learners and let them come out with suggested titles. Discuss their suggested titles with them and select one. Give learners a different printed passage for them to read. Lead learners to give a title to the passage they have read. Assessment: let learners should give titles to passages	What have we learnt today? Review the lesson with learners
le si a fa	Engage eaners to ing songs and recite amiliar hymes	 Read a passage to learners. Discuss the passage with learners and let them come out with suggested titles. Discuss their suggested titles with them and select one. Give learners a different printed passage for them to read. Lead learners to give a title to the passage they have read. Assessment: let learners should give titles to passages	What have we learnt today? Review the lesson with learners

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	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FOUR

Week Ending:	Week Ending: Class size:		
Day:		Dat	ate:
Period :		Les	sson:
Strand :	Sub-	strand :	
A. Oral Language		A. Preser	entation
B. Reading			t Reading
C. Grammar Usage A			natic Expressions
D. Writing			sitory/Informative Writing
E. Using Writing Con		•	g Simple, Compound and Complex Sentences
F. Extensive Reading		0	ing The Love And Culture Of Reading
Indicator (code)	(B4.1.10.2.2 B4.1.10.3	.1) B4.2.8	.8.1.2 B4.3.7.1.1 B4.4.14.1.1 B4.5.9.1.2 B4.6.1.1.1
Content standard (code)	(B4.1.10.2. B4.1.10.3.	.) B4.2.8	8.1. B4.3.7.1. B4.4.14.1. B4.5.9.1. B4.6.1.1.
Performance Indicator	A. Learners can rea	ad aloud (clearly, at a good pace and with expression. Identify
	the purpose ar	nd audiei	ence of a speech and set goals in the context of
	assigned topics	(e.g. abo	out familiar persons)
	B. Learners can fin	nd meanii	ing of words as used in context
	C. Learners can us	se idioma	atic expressions appropriately in communication
	D. Learners can wr	rite word	ds giving information about family
	E. Learners can co	onstruct s	simple sentences correctly
	F. Learners can rea	ad a varie	ety of age- and level appropriate books and present
	a-two-paragrap	h summa	ary of each book read
•		mmunica	ation and Collaboration Personal Development and
Leadership Critical Thinkir	ng and Problem Solving.		
Kevwords			

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cla
5.6		library.	
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGUAGE 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. Using a model speech which must be provided by the teacher, guide learners to identify: i. the purpose of the speech; ii. the audience; iii. the goals set in the context of assigned topics Note: The speech can be about self, familiar persons, objects and experience Assessment: let learners read aloud clearly, at a good pace and with expression.	What have we learnt today?
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Guide pupils to learn new words through the procedure below: - Write key words on the board, one at a time. - Have learners attempt to pronounce the word. - Model the pronunciation for learners to repeat. - From the passage, ask learners to write the sentence in which the new word is and read it out. - Use Think-Pair-Share strategy to have learners find meaning in context. - Have them think of other words that can replace these words. – Ask pupils to use the words in sentences. Note: You can vary the procedure in teaching new	What have we learnt today?

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		Assessment: let learners find meaning of words as used in context	
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Present examples of idiomatic expressions in context. Discuss each with learners to bring out it's meaning. Have learners use the expressions they have learnt in sentences guided with further examples. Put learners into groups to determine the meaning of given idiomatic expressions in context. 	What have we learnt today?
		Assessment: let learners use idiomatic expressions appropriately in sentences	_
Thursday	Engage learners to sing songs and recite familiar rhymes	 D.WRITING Guide learners with a model to talk about themselves. This is a whole class discussion with individual learners saying things about themselves. Let learners write about themselves. 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. Assessment: let learners	What have we learnt today?
Friday	Engage learners to sing songs and recite familiar rhymes	 write words giving information about family E.WRITING CONVENTION Learners construct simple sentences. Write some of the sentences on the board to guide the discussions on subjects and verbs. Show a large poster of people doing various activities. 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 Assessment: let learners construct simple sentences correctly 	What have we learnt today?
Friday	Guide learners to choose and read books during the	E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period. • Learners think-pair-share their stories with peers.	Have learners to tell what they read to the whole class

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	library	Ask each learner to write a-two-paragraph summary	
	period	of the book read.	
		• Invite individuals to present their work to the class for	
		feedback	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	
		sammary or the sook read.	
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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FOUR

Week Ending:				Class size:		
Day:			Dat	re:		
Period :			Les	son:		
Strand : GEOMETRY AND MEASUREMENT Sub-strait			-strand : N	Measurement- (Perimete	r and Area)	
Indicator (co	ode)	B4.3.3.2.1 B4.3.3.2	2.2 B4	.3.3.2.3		
Content star	ndard (code)	B4.3.3.2. B4.3.3.	2. B4	.3.3.2.		
Performance	e Indicator	Learners can re	ecognise t	hat area is measured in so	quare units	
		 Learners can se 	elect and j	ustify referents for the u	nits cm2 or m2	
		 Learners can es 	stimate ar	ea by using referents for	cm2 or m2	
Core Compe	tencies: Crea			· •	ersonal Development and	
		ng and Problem Solving.			·	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

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Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it	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	Review the lesson with Learners
		Assessment: have learners to practice with more examples	/
Tuesday	Sing songs like: I'm	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	Review the lesson with Learners
	counting one, what is one	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	
	1 - One is.	Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what	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 (cm2 or m2) they will use for which activity and why?	Review the lesson with Learners
	is one	Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	Let pupils estimate the area of items in the classroom. Then measure the actual area and compare with their estimates	Review the lesson with Learners
			•

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

		examples				
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SUBJECT: SCIENCE CLASS: FOUR

Week Ending:				Class size:			
Day:			Da	te:			
Period :			Les	son:			
					<u> </u>		
Strand: HUI	MANS AND TH	HE Su	ub-strand:	DISEASES			
ENVIRONME	ENT						
Indicator (co		B4.5.2.1.1					
	ndard (code)						
Performance	e Indicator	Learners can identify	y causes, sy	mptoms and prevention of	of measles		
Core Compe	tencies: Crea	tivity and Innovation	and Innovation Communication and Collaboration Personal Development and				
Leadership (Critical Thinkir	ng and Problem Solvin	ng.				
			<u> </u>				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Scionco curi	riculum Page					
nei.	Science curi	iculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
DAI	Starter	(new learning includ	ling accacer	nent)	Plenary / Reflections		
	(preparing	(new learning includ	iiig assessi	nencj	Tienary / Neneedions		
	the brain						
	for						
	learning)						
Monday	Engage	Learners watch pictu	ures, videos	or charts on causes,	What have we learnt		
	learners to	symptoms and preven	ention of m	easles, or invite a health	today?		
	sing songs	personnel or School	Health Edu	cation Programme			
	and recite	(SHEP) coordinator t	to give a tall	c on measles.	Ask learners to		
	familiar				summarize the		
	rhymes	Assessment: let lear	ners identif	y causes and symptoms	important points of the		
		of measles			lesson		

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Thursday	Engage	In pairs, learners answer the following questions based	What have we learnt
	learners to	on the pictures and videos: (1) What causes measles?	today?
	sing songs	(2) What are the symptoms of measles? (3) What	
	and recite	should be done if someone is exposed to measles? (4)	Ask learners to
	familiar	What are the ways of preventing the spread of	summarize the
	rhymes	measles?	important points of the
			lesson
		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.	
		Assessment: let learners identify the prevention of	
		measles	

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SUBJECT: PHYSICAL EDUCATION CLASS: FOUR

Week Ending:				Class size:			
Day:			Da	Date :			
Period :			Les	son:			
Strand: PHY	SICAL FITNES	S CONCEPTS, Sub-st	rand :	SAFETY AND INJURIES			
PRINCIPLES A	AND STRATEG	SIES					
Indicator (co	ode)	B4.4.3.4.1:					
Content star	ndard (code)	B4.4.3.4.					
Performance	e Indicator	Learners can identify r	nuscles	being strengthened du	ring the performance of		
		particular physical activit	ies				
Core Compe	tencies: Crea	tivity and Innovation Com	munica	tion and Collaboration Pe	ersonal Development and		
	Critical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page	()-				
DAY	Phase 1:	Phase 2: Main	<u> </u>		Phase 3:		
	Starter	(new learning including	assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Learners	Push ups strengthen the	bicep r	nuscles and muscles of	What have we learnt		
	jog round a	the chest. Chin ups stren	_	·	today?		
	demarcate	ups strengthen both the	hamstı	ings and the quadriceps			
	d area in	(muscles of the thigh).			Use answers to		
	files while				summarise the lesson.		
	singing and						
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						

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prevent						
injuries						
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SUBJECT: RELIGIOUS AND I	MORAL EDUCATIO	ON	CLASS:	FO	UR	
Week Ending:			Class size:			
Day:		С	Date :			
Period :			esson :		<u> </u>	
Strand : The Family, Authority and Sub-strand :			: Authority and	Obedience		
Obedience						
Indicator (code)	B4.5.1.1.1:					
Content standard (code)) B4.5.1.1.					
Performance Indicator	Learners can explain authority at home, school and in the community.					

1		tivity and Innovation Communication and Collaboration Pe	ersonal Development and			
Leadership	Critical Thinkii	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ulum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Through questions and answers, let learners explain	What have we learnt			
	learners to	authority.	today?			
	sing songs	• With the aid of picture cards, videos, wall charts, etc.,				
	and recite	let learners identify people in authority in their	Ask learners to			
	familiar	immediate community. NB Where possible, films can	summarize the main			
	rhymes	be used to guide the learners to identify the people in	points in the lesson			
		authority in the immediate communities.				
		Guide learners to identify those in authority at home,				
		school and in their community: parents, headteachers,				

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		teachers, class pre	efect, secti	ional l	eaders, chiefs,	,	
		pastors, Imams, e	tc.				
		Assessment: let learners explain authority at home and					
		school.					
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SUBJECT: Cre	ative Arts	C	CLASS:	FC	OUR		
Week Endin	g:			(Class size:		
Day:				Date	:	00	
Period:				Lesson:			
Strand : Viso	ual Arts		Sub-stran	nd : Di	splaying and S	haring	
				1			
Indicator (c	ode)	B4 1.3.4.3					
Content sta	ndard (code)	B4 1.3.4.					
Performano	e Indicator		an plan an exhibition of own artworks to share creative experiences wn ideas, knowledge and understanding of topical issues in Ghana				
-			on Commu				ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	ts curriculum					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain	(new learning incl	uding ass	essme	ent)		Plenary / Reflections

learning)

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	Engage	Learners are to: watch a short video on an exhibition	What have we learnt
	learners to	or visit an exhibition centre, preferably during the	today?
	sing songs	circuit, district or regional cultural festival of the	
	and recite	cultural education unit of the Ghana Education Service).	Ask learners to
	familiar	2 discuss the need for displaying portfolio of own visual	summarize the main
	rhymes	artworks. 🛭 develop a roadmap for the exhibition by: -	points in the lesson
		fixing a date, - selecting a venue, - inviting an audience;	
		🛾 brainstorm to agree on a theme for the exhibition; 🗈	
		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;. 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); 2 decide on	
		mode of display (e.g. hanging, draping, spreading);	
		Assessment: let learners write a plan for an exhibition	
		of own artworks	
	Engage	Learners are to:	What have we learnt
	learners to	plan the layout of the exhibition hall, prepare labels for	today?
	sing songs	the works (e.g. title, name of artist, date); 🛭 clean and	
	and recite	prepare the hall and its environment and make it ready	Ask learners to
	familiar	for the exhibition; 2 plan for post exhibition activities	summarize the main
	rhymes	such as cleaning, appreciation, evaluation, reporting,	points in the lesson
		etc	
		Assessment: let learners write a plan for an exhibition	
		of own artworks	

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SUBJECT: CON	MPUTING	(CLASS:	FOUR			~
Week Endin	g:			Class	size:		
Day:				Date:		\bigcirc	
Period :				Lesson:			
Strand : WO	RD PROCESSI	NG		nd:TECHN NICATION		THE CON	MMUNITY
Indicator (co	ode)	B4.1.4.1.4			>		
Content star	ndard (code)	B4.1.4.1.		$\langle O \rangle$			
Performance	e Indicator	Learners can id	entify tec	hnological	changes	in the	community (e.g. Using
		automated irrigat	ion for far	ming, eco-	friendly pe	esticides	and manure, etc.)
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nication a	nd Collabo	ration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.				
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inc	luding ass	essment)			Plenary / Reflections
	(preparing the brain						
	for						
	learning)						
	Engage	Guide learners to	explore te	chnologica	al changes	in the	What have we learnt
	learners to	community or in	the world.	Let learne	rs find exa	mples	today?
Wednesday	sing songs	of technological of	hanges in	the comm	unity or w	orld	
	and recite	around them. The	ey should b	e encoura	ged to pre	sent	
		their findings to t	he class.				

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	familiar						Ask learners to	
	rhymes	Assessment:					summarize the main	
		Let learners iden	ntify techno	ologi	cal change	s in the	points in the lesson	
		community						
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						LESSON PLΔ	N	
	•••		••••••	•••••	••••••	LLSSONTEA		
SUBJECT: OU	R WORLD OU	R PEOPLE		(CLASS:	FOUR		
Maral, Fradio					Class sias			
Week Endin	ıg:			D-1	Class size			
Day:				Dat	.e :			
					. C			
Period :				Lesson:				
Period:				res	SOII .			
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Strand : OLL	R NATION GH	ΛΝΛ	Sub stran	vd · E	Posnonsihl	e use of Resou	rcoc	
Strailu . 00	N INATION GIT	ANA	Sub-strain	iu . i	responsible	e use of nesou	ices	
Indicator (co	nda)	B4.4.3.1.1.						
	ndard (code)							
Performanc		Learners can ider	ntify ways t	O 116	e water re	snonsihly		
lenomane	e marcator	Learners carrider	itily ways t	.o us	c water re	эропзыну		
Core Compe	etencies: Crea	tivity and Innovati	on Commu	nica	tion and C	ollaboration P	ersonal Development and	
Leadership (Critical Thinki	ng and Problem So	lving.					
Keywords								
T L D (a)		Dieturos						
T. L .R. (s)	O. m Marilal A	Pictures	ulum Door					
Ref:	Our world	Our People curric	ulum Page	=				
DAY	Phase 1:	Phase 2: Main					Phase 3:	
DAT	Starter	(new learning inc	duding acc	مددم	nont)		Plenary / Reflections	
		(new learning inc	luding ass	essii	ient)		Plenary / Reflections	
	(preparing the brain							
	for							
	learning)							

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

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SUBJECT: HIS	TORY	CLASS:	FOUR			
Week Endin	g:			Class size:		
Day:			Da	nte:		
Period :			Le	sson:		
Strand: Inde	ependent Gha	ana	Sub-strand:	The Republics		
Indicator (code)		B4.6.1.1.1.				
Content standard (code)		B4.6.1.1.				
Performance	e Indicator	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.				
		tivity and Innovation ng and Problem Sol		ation and Collabora	tion Personal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					

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

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SUBJECT: GH	ANAIAN LANG	GUAGE	CLASS:		FOUR	
Week Endin	g:			Class	size:	<u> </u>
Day:			Da	ite:	C/YO	
Period :			Le	sson :		
Strand : Writing			Sub-strand :	Penma	inship /Handwriting	3
Indicator (code) B4.3.1		B4.3.1.1.4				
Content star	ndard (code)	B4.3.1.1.				
Performance	e Indicator	The learn	er should writ	e simp	le sentences	
-		tivity and Innovations and Problem Sol		ation a	nd Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, recorde	d audio	os visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)		Phase 3: Plenary / Reflections

.....: LESSON PLAN

	-		land at
	Engage	Put learners into groups and help them to write	What have we learnt
	leaners to	simple sentences on their own as you monitor.	today?
	sing songs	 Let each group write one of their sentences on the 	
	and recite	board.	
	familiar	• Discuss the sentences they have written with them to	
	rhymes	see if it is a statement or a question.	Review the lesson with
		·	learners
		Assessment: let learners write simple sentences	
	Engage	Put learners into groups and help them to write	What have we learnt
	leaners to	simple sentences on their own as you monitor.	today?
	sing songs	 Let each group write one of their sentences on the 	
	and recite	board.	
	familiar	• Discuss the sentences they have written with them to	
	rhymes	see if it is a statement or a question.	Review the lesson with
			learners
		Assessment: let learners write simple sentences	
	Engage	Put learners into groups and help them to write	What have we learnt
	leaners to	simple sentences on their own as you monitor.	today?
	sing songs		today.
	and recite	Let each group write one of their sentences on the	Review the lesson with
	familiar	board.	learners
	rhymes	• Discuss the sentences they have written with them to	learners
	,	see if it is a statement or a question.	
		Assessment: let learners write simple sentences	
L			l .

Vetted by :	Signature:	Date :
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				: LESSO	N PLAN	
SUBJECT: ENGLISH LANGUA	AGF	CLAS	S:	FOUR		
Week Ending:			ı	s size:		
Day:			Date :	3 312€.		
Period :		1	Lesson :	3		
			P			
Strand :		Sub-stranc				
A. Oral Language		A. Pre	sentatio	n		
B. Reading		B. Sile	nt Read	ing		
C. Grammar Usage A	t Word	C. Cor	njunction	ns		
D. Writing		D. Exp	ository/	Informative V	Vriting	
E. Using Writing Con	ventions	E. Usi	ng Simp	le, Compound	l and Complex	Sentences
F. Extensive Reading		F. Bui	lding Th	e Love And Cເ	ılture Of Reac	ling
	BIL					
Indicator (code)		.2.8.1.3 B4.	3.8.1.1.	B4.4.14.1.1.	B4.5.9.1.2.	B4.6.1.1.1.
Content standard (code)			3.8.1.	B4.4.14.1.	B4.5.9.1.	B4.6.1.1.
Performance Indicator		can draw or	prior k	nowledge to	identify the s	ubject matter of a
	speech					
			=	s based on th	_	
		•				d, but, or, nor - to
					•	oress alternatives
			_	ng informatio		school
			•	sentences co	•	
			=	_		books and presen
	·		<u>-</u>	each book re		
Core Competencies: Crea	•		ication a	and Collabora	tion Personal	Development and
Leadership Critical Thinkir	ng and Problem So	lving.				

Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a cla
		library.	
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
N4l -	learning)	A ODALIANGUAGE	NATIONAL INC. AND
Monday	Engage learners to	A. ORAL LANGUAGE Draw on prior knowledge to identify the subject matter	What have we learnt
	sing songs	Draw on prior knowledge to identify the subject matter of a speech	today?
	and recite	of a speech	Ask learners to
	familiar	Assessment: let learners draw on prior knowledge to	summarize the main
	rhymes	identify the subject matter of a speech	points in the lesson
	,.		
Tuesday	Engage	B.READING	What have we learnt
-	learners to	Precede questions with silent reading of the text. • In	today?
	sing songs	asking questions, follow the steps below:	
	and recite familiar	Pose the questionGive learners time to reflect.	Ask learners to summarize the main
	rhymes	- Call a learner to answer the question.	points in the lesson
	,	Learners give accurate and specific answers to	points in the resseri
		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	
		- Ask different types of levels of questions	
		Assessment: let learners answer questions based on	
		the passage read	
Wednesday	Engage	C.GRAMMAR	What have we learnt
vvcuncsudy	learners to	• Introduce the conjunctions one at a time in context.	today?
	sing songs	Elicit examples of sentences with conjunctions from	,
		Logranore	A als la a ma a ma + a
	and recite	learners.	Ask learners to
	and recite familiar rhymes	 Put on cards simple sentences. i. Esi is tall. Ama is short. 	summarize the main points in the lesson

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		 Use Combination Drill for learners to practise the use of conjunctions. e.g. i. Learner A: I bought a 	
		pen	
		ii. Learner B: I bought a pen and a notebook. iii. Learner C: I will eat fufu Learner D: I will eat fufu	
		or kenkey.	
		o. Keimey.	
		Assessment: let learners use simple conjunctions in sentences	
Thursday	Engage	D.WRITING	What have we learnt
•	learners to sing songs	In groups learners research about their school and write a short history about it	today?
	and recite	a short matery appearent	
	familiar rhymes	Assessment: let learners write words giving information about their school	Let learners watch TV news at home and write their own news from the pictures they see
Friday	Engage	E.WRITING CONVENTION	What have we learnt
	learners to	Show a large poster of people doing various activities.	today?
	sing songs	 Assign learners to build a paragraph on the picture 	
	and recite	paying attention to subject and predicate. They use a	Ask learners to
	familiar	line to divide each sentence into the subject and	summarize the main
	rhymes	predicate.	points in the lesson
		 The groups edit and publish the work. Each member keeps a copy. 	
		Assessment: let learners construct simple sentences correctly	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
,	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for feedback	

Vetted by :	Signature: Date : Date :	
 SUBJECT: MATHEMATICS	: LESSON PLAN CLASS: FOUR	
Week Ending:	Class size:	
Day:	Date :	
Period :	Lesson:	
Strand : GEOMETRY AND	MEASUREMENT Sub-strand : Measurement- (Perimeter and Area) Measurement -Time	
Indicator (code)	B4.3.3.2.4 B4.3.3.2.5 B4.3.3.3.1	
Content standard (code)		
Performance Indicator Core Competencies: Crea	 Learners can develop and apply a formula for determining area rectangle and square Learners can construct different rectangles for a given area (cm2 or norder to demonstrate that many different rectangles may have the area. Learners can tell the time in hours and minutes in analogue and watches including 24-hour clocks tivity and Innovation Communication and Collaboration Personal Development 	n2) in same digital
Leadership Critical Thinkii	ng and Problem Solving.	
Keywords		

T. L .R. (s)		Counters				
Ref:	Mathematio	Mathematics curriculum Page				
Monday	Phase 1: Starter (preparing the brain for learning) Sing songs like: I'm counting one, what is one 1 - One is one. pair let us pair	Phase 2: Main (new learning including assessment) 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 16cm2 since there are 36 squares in the shape 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 Ask pupils to compare their answer with the first strategy and draw their own conclusions. The area of a square can be given as L × L and that of a rectangle is L × B.	Phase 3: Plenary / Reflections Review the lesson with Learners			
Tuesday	Sing songs	Assessment: have learners to practice with more examples Given an area of say 24cm2, pupils should draw about	Review the lesson with			
	like:	three different rectangles for the same area. Combinations may include (6cm × 4cm; 8cm × 3cm; 12cm × 2cm, etc.)	Learners			

NANA FIIFI ACC		0	
	l'm	Assessment: have learners to practice with more	
	counting	examples	
	one, what		
Wednesday	Sing songs	Given an area of say 24cm2, pupils should draw about	Review the lesson with
	like:	three different rectangles for the same area.	Learners
		Combinations may include (6cm × 4cm; 8cm × 3cm;	
	l'm	12cm × 2cm, etc.)	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs	Use analogue clocks to tell time by keeping the hour	Review the lesson with
,	like:	hand on 12 and making jumps of 15(quarter past),	Learners
	c.	30(half past), 45(quarter to), and 60 (12 o'clock)	Learners
	l'm	Solitan pasty, is (quarter to), and so (12 o closity	
	counting		
	one, what	9000 11 12 1	
	is one		
		\(\begin{array}{cccccccccccccccccccccccccccccccccccc	
	1 - One is	765	
	one alone,		
	alone it		
	shall be.	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	
		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	
		time at the hour mark $ \begin{pmatrix} 11 & 12 & 1 & 1 & 1 & 1 & 1 & 1 & 1 & 1$	
		Pupils should draw/sketch the face of the clock to tell	
		time given	

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		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Pupils to explore the relationship in the units of time	Review the lesson with
Triday	like:	(i.e. 60 seconds = 1 minute; 60 minutes = 1hour)	Learners
	like.		Learners
	l	E.g. 6 Use digital watches to tell time. Pupils to observe	
	l'm	the face of the digital watches and tell the time	
	counting		
	one, what	THE PARTY OF THE P	
	is one		
	1 -	WESOM	
		Assessment: have learners to practice with more	
		examples	
Vetted by :		Signature:	Date :

Vetted by :	Signature:	Date :
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SUBJECT: SCIE	ENCE	CLASS:	FOL	JR			
Week Ending	g:				Class size:		
Day:				Date:			
Period :				Lesson:			
Strand: HUN	MANS AND TH	ΙE	Sub-strar	nd : D	DISEASES		
ENVIRONME	NT						
Indicator (co	de)	B4.5.2.1.2.					
Content star	ndard (code)	B4.5.2.1.	5.2.1.				
Performance	e Indicator	Learners can de	rners can demonstrate an understanding of the causes, symptoms and				
		prevention of foo	revention of food-borne diseases				
		tivity and Innovations and Problem So		ınica	tion and Collaboration Pe	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						

.....: LESSON PLAN

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Monday	Engage	Learners watch pictures and videos on causes,	What have we learnt
	learners to	symptoms and prevention of food borne diseases.	today?
	sing songs	Invite a health personnel, SHEP coordinator or	
	and recite	personnel from the Food and Drugs Authority (FDA) to	Ask learners to
	familiar	give a talk on food-borne diseases.	summarize the
	rhymes		important points of the
		Assessment: let learners identify the causes of food-	lesson
		borne diseases	
Thursday	Engage	In pairs, let learners respond to the following questions:	What have we learnt
	learners to	(1). What causes food-borne diseases?	today?
	sing songs	(2). What are the symptoms of food-borne diseases?	
	and recite	(3). What should be done if someone contracts a food-	Ask learners to
	familiar	borne disease?	summarize the
	rhymes		important points of the
		Assessment: let learners identify the symptoms of food-	lesson
		borne diseases	

		_
Vetted by :	Signature:	Date :

SUBJECT: PH\	SICAL EDUCA	TION	CLAS	SS:	FOUR		
Week Endin	g:			Class	s size:		
Day:	Day:						
Period :				Lesson :			
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-strane	d:SAFET	Y AND INJURIES		
PRINCIPLES .	AND STRATEG	SIES					
Indicator (co	ode)	B4.4.4.4.1			(0)		
Content sta	ndard (code)	B4.4.4.4.					
Performanc	e Indicator	Learners can class	sify PE equi	pment ur	nder safe and unsa	ife.	
Leadership (tivity and Innovations and Problem Sol		nication a	nd Collaboration	Personal Development and	
Keywords							
T. L .R. (s)		Cones					
Ref:	PE curriculu	m Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essment)		Plenary / Reflections	
	(preparing						
	the brain for						
	learning)						
Eriday	Learners	Accomble a variet	ty of sports	aguinma	nt both old and	What have we learnt	
Friday	jog round a	Assemble a variet new for learners to	-			today?	
	demarcate	Tiew for learners	to classify ti	ileili ilito	sare and unsare.	today:	
	d area in					Use answers to	
	files while					summarise the lesson.	
	singing and					Sammarise the resson.	
	clapping to						
	warm-up						
	the body						

.....: LESSON PLAN

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	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
Vetted by :			`	_			Date :
				• • • • • • • • • • • • • • • • • • • •	LES	SON PLA	N
SUBJECT: RE	LIGIOUS AND	MORAL EDUCATIO	N		CLASS:	FO	JR
Week Endi	ng·				lass size:		
Day:				Date			<u> </u>
Period :				Lesso			
	e Family, Auth	ority and	Sub-strai		thority and Ob	edience	
Obedience	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	,					
Indicator (d	code)	B4.5.1.1.1:		7			
Content sta	andard (code)	B4.5.1.1.					
Performan	ce Indicator	Learners can exp	rs can explain authority at home, school and in the community.				
Core Comp	etencies: Crea	 tivity and Innovati	on Commi	ınicatio	n and Collaho	ration Pe	ersonal Development and
		ng and Problem So		arricatio	m and conabo	nacion i	ersonal Development and
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ulum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inc	cluding ass	sessme	nt)		Plenary / Reflections
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	Let learners dran	natise or ro	ole play	authority at h	iome,	What have we learnt
	learners to	school and in the	communi	tv			today?

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

sing songs and recite

NANA FIIFI	ACQUAH			
	familiar	Assessment: let learners e	xplain authority in the	Ask learners to
	rhymes	community.		summarize the main
				points in the lesson
		<u> </u>		I
Vetted by	:	S	iignature:	Date :
			: LESSC	N PLAN
SUBJECT: (CREATIVE ARTS	CLASS:	FOUR	
Week En	ding:		Class size:	
Day:			Date :	
Period :			Lesson:	
Strand:	Performing Arts	Sub-stra	and: Displaying and Sha	ring
Indicator	(code)	B4 2.3.4.3		
Content	standard (code)	B4 2.3.4.		
Performa	ance Indicator			empositions to share creative nderstanding of topical issues in
		ntivity and Innovation Comm	nunication and Collabora	tion Personal Development and
Keyword	s			
T. L .R. (s)	Pictures		
Ref:	Creative Ar	ts curriculum		
DAY	Phase 1:	Phase 2: Main		Phase 3:
	Starter (preparing the brain	(new learning including as	ssessment)	Plenary / Reflections

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	for		
	learning)		
	Engage	Learners:	What have we learnt
	learners to	watch a short video or live performances (preferably	today?
	sing songs	during the circuit, district or regional cultural festival of	,
	and recite	the cultural education unit of the Ghana Education	Ask learners to
	familiar	Service) that reflect current topical issues of national	summarize the main
	rhymes	concern in Ghana.	points in the lesson
	Tilyilles	discuss the need for performing compositions of own	points in the lesson
		music, dance, drama, poetry, etc.	
		develop a roadmap for the performances by: - fixing	
		a date, - selecting a venue, - inviting an audience;	
		I brainstorm to agree on a theme for the performance;	
		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;	
		originality, lyrics, movement patterns, dynamics and	
		relevance of the message to the theme, social and	
		cultural importance;	
		(e.g. monologue/solo/group, costumes, props).;	
		Assessment: let learners write a plan for performance	
		of own compositions	
	Engage	Learners are to:	What have we learnt
	learners to	getting ready: plan the sequence of events, stage/site	today?
	sing songs	plan, identifying the positions of all facilities (e.g. PA	
	and recite	system, lightings, performance zone, entry, exit,	Ask learners to
	familiar	changing and makeup rooms/corner), characters, directors, stage managers, audience, health and	summarize the main
	rhymes	security ;personnel, 2 clean and prepare the venue and	points in the lesson
		its environment and make it ready for the performance;	
		② plan for post-performance activities such as cleaning,	
		appreciation, evaluation, reporting, etc.	
		Assessment: let learners write a plan for performance	
		of own compositions	
		- Compositions	

for

learning)

Vetted by :			S	Signature:		Date :
					.: LESSON PLAN	
SUBJECT: C	OMPUTING		CLASS:	FOUR	-MOD.	
Week End	ling:			Class si	ze:	
Day:				Date :		
Period :				Lesson:		
Strand : Pl	RESENTATION		Sub-stra	ind : INTRODU	CTION TO MS-PO	WERPOINT (TABS AND
			RIBBON	S OF MS-POW	ERPOINT)	
Indicator	<u> </u>	B4.2.1.1.1.		, ,		
	tandard (code)	B4.2.1.1.				
Performar	nce Indicator	Learners can demonstrate the use of clipboard, slides, fonts, paragraph and editing				
		in the ribbons				
		tivity and Innoving and Problem		unication and	Collaboration Per	sonal Development and
Keywords		Plan				
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Pag	ge			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning	including as	sessment)		Plenary / Reflections
	(preparing the brain					

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

Vetted by :			Sig	gnature:		Date :	
					I ESCON DI		
	••••				.: LESSON PLA	AN	
SUBJECT: OUR	WORLD OU	R PEOPLE		CLASS:	FOUR		
)		
Week Ending	g:			Class siz	ze:		
Day:				Date :			
				<i>-</i>			
Period:				Lesson:			
Strand: OUR	NATION GH	ANA	Sub-strar	nd : Farming i	n Ghana		
Indicator (co	de)	B4.4.4.1.1.					
Content stan	dard (code)	B4.4.4.1.					
Performance	Indicator	Learners can pre	pare nurse	ry beds nurse	seeds, transpla	ant seedlings and mai	intain
		small gardens					
Core Compet	tencies: Crea	tivity and Innovati	on Commu	inication and	Collaboration P	Personal Developmen	t and
Leadership C	ritical Thinkir	ng and Problem So	lving.				
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curric	ulum Page	e			

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Гuesday	Engage	Learners talk about the importance of gardening.	What have we learnt
	learners to		today?
	sing songs	Learners undertake visits to vegetable gardens of farms	
	and recite	or look at pictures of vegetable and fruit farms and talk	Ask learners to
	familiar	about different vegetables farmers in Ghana grow.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners mention the importance of	V
Tla a al a	F	gardening	NA/leat leave voe la such
Thursday	Engage	Learners undertake practical activities in the home or	What have we learnt
	learners to	school that will teach them how to prepare healthy soil	today?
	sing songs	for nursing seeds and prepare seedbeds, how to nurse	
	and recite	and transplant seedlings, and how to care for small	Ask learners to
	familiar	gardens of eggs, pepper, onion, cabbage, lettuce, okro,	summarize the main
	rhymes	etc.	points in the lesson
		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	

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SUBJECT: HIST	ΓORY	CLASS:	FOL	JR	(2C),	
Week Ending	g:			Cla	iss size:	
Day:				Date :		
Period :			B	Lesson	:	
Strand : Inde	ependent Gha	nna	Sub-strar	nd : The	Republics	
Indicator (code)		B4.6.1.1.1.				
Content standard (code)		B4.6.1.1.				
Performance	e Indicator	Learners can exp	lain that G	Shana up	o to June 1960, though	independent, had the
		Queen of The U	_		K) as Head of State of e.	the Ghana and made
=		tivity and Innovations and Problem Sol		ınication	and Collaboration Pers	sonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				

LESSON PLAN

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

Vetted by :	Signature:	Date :

	: LESSON PLAN
SUBJECT: Ghanaian Langua	ge CLASS: FOUR
Week Ending:	Class size:
Day:	Date :
Period :	Lesson:
Strand : Composition Wri	Sub-strand: Literary Writing
Indicator (code)	B4.4.7.1.2 B4.4.7.1.3 B4.4.8.1.1.
Content standard (code)	B4.4.7.1. B4.4.7.1. B4.4.8.1.
Performance Indicator	 The learner should compose short poems using controlled composition. The learner should create short plays and stories using controlled composition The learner should discuss the process in writing good informal letters.
Core Competencies: Crea	tivity and Innovation Communication and Collaboration Personal Development and
Leadership Critical Thinkin	ng and Problem Solving.
Keywords	

T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	 Let learners explore a rhyme they know. Use a controlled composition to write a short poem on the board. Let learners explore the poem with gestures. In groups let learners compose short poems using controlled composition. Assessment: let learners compose short poems using controlled composition	What have we learnt today? Review the lesson with learners		
	Engage leaners to sing songs and recite familiar rhymes	 Let learners sing a familiar traditional song they know. Use a controlled composition to create a short story or play with learners. Put them in pairs and let them create short plays and stories using controlled composition. Communication Assessment: let learners create short plays and stories using controlled composition 	What have we learnt today? Review the lesson with learners		
	Engage leaners to sing songs and recite familiar rhymes	Let learners say the letters of the alphabet.Discuss with learners what an informal letter is.	What have we learnt today? Review the lesson with learners		

Vetted by :	Signature:	Date:

SUBJECT: ENGLISH LANGUAGE Week Ending:	Class size:
Day:	Date:
Period:	Lesson:
Strand :	Sub-strand :
A. Oral Language	A. Presentation
B. Reading	B. Fluency
C. Grammar Usage At Word	C. Modals
D. Writing	D. Expository/Informative Writing
E. Using Writing Conventions	E. Spelling
F. Extensive Reading	F. Building The Love And Culture Of Reading

LESSON PLAN

Indicator (code)		B4.1.10.3.3 B4.2.9.1.1 B4.3.9.1.1. B4.4.14.2.1 B4.5.		
Content standard (code)		B4.1.10.3. B4.2.9.1. B4.3.9.1. B4.4.14.2. B4.5.3	10.1. B4.6.1.1.	
Performan	ce Indicator	A. Learners can gather and select facts and ideas f	rom one or multiple print	
		and/ or non-print sources, appropriate to the p	urpose, audience, context	
		and culture		
		B. Learners can read grade- level texts at good	pace, with accuracy and	
		expression		
		C. Learners can use modals to express a variety of I	meanings	
		D. Learners can write picture events about persor	nal experiences and make	
		radio/TV presentations		
		E. Learners can use invented spelling to increase flu	iency and free writing	
		F. Learners can read a variety of age- and level appr	opriate books and present	
		a-two-paragraph summary of each book read		
Core Comp	etencies: Crea	tivity and Innovation Communication and Collaboration P	ersonal Development and	
Leadership	Critical Thinkii	ng and Problem Solving.		
Keywords				
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class		
		library.		
Ref:	English Lang	Language curriculum Page		
DAY	Phase 1:	Phase 2: Main	Phase 3:	
	Starter	(new learning including assessment)	Plenary / Reflections	
	(preparing			
	the brain			
	for	Al.		
	learning)			
Monday	Engage	A. ORAL LANGUAGE	What have we learnt	
	learners to	Guide learners to select interesting topics they want	today?	
	sing songs	to talk about.		
	and recite	Put them into groups and have each group choose a	Ask learners to	
	familiar	topic.	summarize the main	
	rhymes	Guide learners to gather ideas from their readers	points in the lesson	
		and/or online resources.		
		Assessment: let learners select facts and ideas from		
		one or multiple print and/ or non-print sources		

Tuesday	Engage	B.READING	What have we learnt
iucsuay	learners to	Take learners through pre-reading, while-reading and	today?
	sing songs	after-reading activities.	today:
	and recite	In cases where text books are not available, teacher	Ask learners to
	familiar	should use carefully selected grade-level appropriate	summarize the main
	rhymes	texts.	points in the lesson
	,	As learners listen and follow in their books, read a	F 6 6 6 6 6 6 6 6
		paragraph or two aloud at a good pace, with accuracy	
		and expression.	
		Have individuals take turns to practise reading aloud	
		at a good pace, with accuracy and expression	
		Assessment: let learners read grade- level texts at good	
		pace, with accuracy and expression	V
Wednesday	0 0	C.GRAMMAR	What have we learnt
	learners to	Introduce the modals one at a time.	today?
	sing songs	Have learners read sentences containing modals.	
	and recite	Learners use modals to form sentences and choose	Ask learners to
	familiar	the right modals to fill the gaps.	summarize the main
	rhymes	Use drills to give practice.	points in the lesson
		Note Maddeless with County and County	
		Note: Modals come before the main verbs in	
		sentences	
		Assessment: let learners use modals to form sentences	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Put learners into groups. Let them brainstorm and write	today?
	sing songs	activities of the day.	
	and recite	• Let each group choose an interesting event and write	Ask learners to
	familiar	the news to broadcast to the class.	summarize the main
	rhymes	Let each group choose one person to present the	points in the lesson
		news.	
		Assessment let leave are write an intersecting avent	
Trido.	Граза	Assessment: let learners write an interesting event E.WRITING CONVENTION	What have we learnt
Friday	Engage		
	learners to	Let learners spell given words with invented spellings.	today?
	sing songs	Each group tries to write the correct spelling. The group	
	and recite	to get the highest number of words spelt correctly is	Ask learners to
	familiar	regarded as the Spelling Champion for the work.	summarize the main
	rhymes		points in the lesson
		Assessment: let learners use invented spelling to	
		increase fluency and free writing	
,		,	
			<u> </u>

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Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	

Signature: Date:

			: LESSON PLAN
	CLAS	CC. FOND	
SUBJECT: MATHEMATICS	CLAS	SS: FOUR	
Week Ending:		Class si	ize:
Day:		Date :	
Period :		Lesson:	
Strand : GEOMETRY AND	MEASUREMENT Su	b-strand : Measure	ment -Time
Indicator (code)	B4.3.3.3.2 B4.3.3.	3.3	
Content standard (code)	B4.3.3. B4.3.3.	3.	
Performance Indicator	• Learners can	use clock to mea	sure time to complete simple events in
	minutes and s	seconds	
	• Learners can	state dates of even	ts and record calendar dates in a variety of
	formats		

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

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	one, what	v. 28.08.18		
	is one			
	1 - One is	Assessment: have		
	one	examples		
Thursday	Sing songs		the dates for the following events	Review the lesson with
	like:	from a calendar;		Learners
		i. Independence D	Day of Ghana	
	l'm	ii. Republic Day		
	counting	iii. Founders' Day		
	one, what	iv. Farmers' Day		
	is one	v. Workers' Day		
	1 - One is			
	one alone,	Assessment: have	learners to practice with more	
	alone it	examples		
	shall be.			
Friday	Sing songs	Ask pupils in group	os to state their dates of birth and put	Review the lesson with
	like:	this in a table. Guid	de pupils to draw a time line (or time	Learners
		line-graph) for the	ir birthdays (see Figure below)	
	l'm	Table 1 Birthdays	of pupils in Ami's group	
	counting	Name	Date of birth	
	one, what	Ami	20 th February 2007	
	is one	Esi	14 th November 2006	
	1 - One is	Mary	30 th May 2006	
	one alone,	Mina Sena	10 th January 2006 5 th August 2006	
	alone it			
	shall be.	6/3.		
	2 - Two	Mina Mary		
	pair, two			
	pair	J F M A M		
		J F M A M .	J J A S O N D J F 2007	

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SUBJECT: SCIE	ENCE	CLASS:	FOUR	
Week Ending	g:			Class size:
Day:			P.C.	Date :
Period :			ı	esson :
Strand: HUN	MANS AND TH	IE \	Sub-strand	: DISEASES
ENVIRONME	NT	(1)		
Indicator (co	ode)	B4.5.2.1.2.		
Content star	ndard (code)	B4.5.2.1.		
Performance	e Indicator	Learners can de	emonstrate	an understanding of the causes, symptoms and
		prevention of foo	d-borne disc	eases
				ication and Collaboration Personal Development and
Leadership C	Critical Thinkir	ng and Problem So	lving.	
Keywords				
T. L .R. (s)		Pictures		
Ref:	Science curi	riculum Page		

...... LESSON PLAN

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	In pairs, learners give examples of food-borne diseases	What have we learnt
	learners to	in their localities, i.e. cholera, diarrhoea, typhoid fever,	today?
	sing songs	etc.	
	and recite	Learners predict what will happen when someone	Ask learners to
	familiar	contracts a food-borne disease.	summarize the
	rhymes		important points of the
		Assessment: let learners identify the prevention of	lesson
		food-borne diseases	
Thursday	Engage	Evaluate learners by asking them to prepare posters on	What have we learnt
	learners to	the prevention and control of food-borne	today?
	sing songs		
	and recite	Assessment: let learners prepare posters on the	
	familiar	prevention and control of food-borne	
	rhymes		

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SUBJECT: PHY	SICAL EDUCA	TION	CLA	SS: FOUR	
Week Ending	g:			Class size:	
Day:				Date :	
Period :				Lesson:	
Strand: PHY	SICAL FITNES	S CONCEPTS,	Sub-strar	id: SUBSTANCES/DR	UGS
PRINCIPLES A	AND STRATEG	GIES			
Indicator (co	de)	B4.5.5.4.1:			
Content star	ndard (code)	B4.5.5.4.			
Performance	e Indicator	Learners can identify the effects of drugs use for physical activities			
=		tivity and Innovati ng and Problem So		nication and Collabo	ration Personal Development and
Keywords					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning inc	cluding ass	essment)	Plenary / Reflections

LESSON PLAN

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	learning)		
	3,		
Friday	Learners	Learners discuss the short-term and long-term effects	What have we learnt
	jog round a	of drugs. The effects can be physical and psychological.	today?
	demarcate	Advice learners not to involve themselves in drugs. Let	
	d area in	them know some of the dangers like sleepless nights,	Use answers to
	files while	loss of appetite, blood pressure, body temperature,	summarise the lesson.
	singing and	panic, seizures, rashes etc	
	clapping to		
	warm-up		
	the body		/
	for		
	maximal		
	performan		
	ce and to		
	prevent		
	injuries		

Vetted by :	Signature:	Date :
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 LESSON PLAN

FOUR

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Endi	ng:			Class size:	
Day:			2	Date :	
Period :				Lesson:	
Strand : Th	e Family, Auth	ority and S	ub-stran	d: Roles, Relationships in the	e Family and Character
Obedience		F	ormation	l	
Indicator (code)	B4.5.2.1.1:			
Content st	andard (code)	B4.5.2.1.			
Performance Indicator		Learners can discus	s the imp	ortance of being a committe	ed member of the family.
Core Comp	etencies: Crea	tivity and Innovation	Commur	nication and Collaboration Pe	ersonal Development and
Leadership	Critical Thinki	ng and Problem Solvi	ng.		
Keywords					
T. L .R. (s)		Pictures			
Ref:	RME curricu	ılum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain	(new learning include	ding asse	essment)	Plenary / Reflections

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NANA FIIFI AC	for		
	learning)		
Friday	Engage learners to sing songs	 Assist learners to explain who a committed person is. Let learners mention behaviours that show that a person is committed. 	What have we learnt today?
	and recite	Ask learners to describe a committed family member.	Ask learners to
	familiar	A person who: - takes part in family activities, - is	summarize the main
	rhymes	obedient to elders of the family, - respects other family	points in the lesson
		members, - accepts responsibility (performing assigned	
		duties),	
		- takes initiatives,	V
		- helps needy relatives, etc.	
		Assessment: let learners mention importance of being a	
		committed member of the family	
Vetted by :		Signature:	Date :
		: LESSON PLA	N
SUBJECT: CRE	ATIVE ARTS	CLASS: FOUR	
Week Endin	g:	Class size:	

Day: Date: Period: Lesson: **Strand:** Visual Arts Sub-strand: Appreciating and Appraising Indicator (code) B4 1.4.6.3 **Content standard (code)** B4 1.4.6. **Performance Indicator** Learners can develop guidelines for appraising and appreciating own and others' visual artworks that reflect topical issues in Ghana Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords**

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

Vetted by :	Signature:	Date :
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 LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Endin	g:				Class size:
Day:				Dat	te:
Period :		K		Les	son :
Strand: PRE	SENTATION		Sub-strai	nd : I	NTRODUCTION TO MS-POWERPOINT (TABS AND
		6	RIBBONS	OF I	MS-POWERPOINT)
Indicator (co	ode)	B4.2.1.1.2			
Content sta	ndard (code)	B4.2.1.1.			
Performanc	e Indicator	Learners can show a 3-slide presentation using clipboard, slides, fonts, paragraph			
		and editing of the ribbons studied.			
Core Compe	tencies: Crea	tivity and Innovati	on Commu	ınica	tion and Collaboration Personal Development and
Leadership (Critical Thinkir	ng and Problem So	lving.		
Keywords					
T. L.R. (s) Laptop					
Ref: Computing curriculum Page					
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Phase 1:	Phase 2: Main	Phase 3:
Starter	(new learning including assessment)	Plenary / Reflections
(preparing		
the brain		
for		
learning)		
Engage	Guide learners to prepare and present a prepared	What have we learnt
learners to	project or exercise using clipboard, slides, fonts,	today?
sing songs	paragraph and editing of the ribbons studied their work	
and recite	in MS-PowerPoint to the class	Ask learners to
familiar		summarize the main
rhymes	Assessment:	points in the lesson
	Let learners show a 3-slide presentation	V
	Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar	Starter (preparing the brain for learning) Engage Guide learners to prepare and present a prepared project or exercise using clipboard, slides, fonts, sing songs and recite familiar rhymes (new learning including assessment) (new learning including assessment)

):	LESSON PLAN
SUBJECT: OUR WORLD OU	R PEOPLE		CLASS:	FOUR
Week Ending:			Class size	:
Day:	VAV.		Date :	
Period :			Lesson:	
Strand: MY GLOBAL COM	IMUNITY	Sub-strar	nd : Our Neighb	ouring Countries
Indicator (code)	B4.5.1.1.1.			
Content standard (code)	B4.5.1.1.			
Performance Indicator	Learners can desc	cribe cultui	ral exchanges b	etween Ghana and her neighbours
Core Competencies: Crea	tivity and Innovation	on Commu	nication and C	ollaboration Personal Development and
Leadership Critical Thinkin	ng and Problem Sol	lving.		

Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World (Our People curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		
	1		
	learning)		
Tuesday	Engage	Describe cultural exchanges between Ghana and her	What have we learnt
	learners to	neighbours	today?
	sing songs		
	and recite	Assessment: let learners describe cultural exchanges	Ask learners to
	familiar	between Ghana and her neighbours	summarize the main
	rhymes		points in the lesson
Thursday	Engage	Learners in groups describe common festivals and other	What have we learnt
	learners to	cultural activities between Ghana and her neighbours	today?
	sing songs	e.g. Christmas, Eid-ul- Adha Food: gari, cassava, yam	
	and recite	Dressing: kaba and slit, smock	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners describe cultural exchanges between Ghana and her neighbours	points in the lesson

Vetted by :	Signature:	Date :
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SUBJECT: HISTORY	CLASS:	FOL	R	
Week Ending:			Class size:	
Day :	1 V FIII		Date :	
Period :	VI.		Lesson:	
Strand : Independent Gha	ana	Sub-stran	d : The Republics	
Indicator (code)	B4.6.1.1.1.2			
Content standard (code)	B4.6.1.1.1			
Performance Indicator	Learners can stat	te the date	es and names of the leaders of the four Re	publics of
	Ghana since 1960).		
Core Competencies: Crea Leadership Critical Thinkir			nication and Collaboration Personal Develop	ment and
Keywords				

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?	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 ho 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					

Vetted by :	Signature:	Date :

SUBJECT: Ghanaian Langua	ige	CLASS	: FOUR
Week Ending:			Class size:
Day:	ARFII	D	ate:
Period :		Le	esson :
Strand : Composition Writing Su		Sub-strand	: Letter Writing
Indicator (code)	B4.4.8.1.2	B4.4.8.1.3	
Content standard (code)	B4.4.8.1.	B4.4.8.1.	
Performance Indicator	The learn	ner should wr	te informal letters using controlled composition

LESSON PLAN

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

Leadership Critical Thinking and Problem Solving.

The learner should write good informal letters

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and

Keyword	s			
T. L .R. (s)		Manila cards, markers, recorded audios visual		
Ref:	Ghanaian L	anguage curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	 Write an informal letter on the board and lead learners to discuss it. Let learners read the letter as a group and then individually. Using the letter on the board as a guide let learners write an informal letter. 	What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	Assessment: let learners write informal letters using controlled composition • Let learners say the letters of the alphabet. • Give learners a topic and let them write an informal letter on the topic in groups. • Let the groups present their essays to the class. • Let learners write an informal letter on their own	What have we learnt today? Review the lesson with learners	
	Engage leaners to sing songs and recite familiar rhymes	 Assessment: let learners write good informal letters Let learners say the letters of the alphabet. Give learners a topic and let them write an informal letter on the topic in groups. Let the groups present their essays to the class. Let learners write an informal letter on their own Assessment: let learners write good informal letters	What have we learnt today? Review the lesson with learners	

Vetted by : Sign	ature:	Date:

TERM THREE BASIC FOUR WEEK 8

SUBJECT: ENGLISH LANGUAGE	CLASS: FOUR	
Week Ending:	Class size:	
Day:	Date:	
Period :	Lesson:	
Strand :	Sub-strand :	
A. Oral Language	A. Presentation	
B. Reading	B. Fluency	
C. Grammar Usage At Word	C. Prepositions	

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NANA FIIFI A	LQUAH							
D. Wri	ting		D.	Expository/Informative Writing				
E. Usii	ng Writing Con	ventions	E.	Spelling				
F. Exte	ensive Reading		F.	Building The	Love And Cu	lture Of Read	ing	
Indicator (code)	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.	
Content st	andard (code)	B4.1.10.3.	B4.2.9.1.	B4.3.10.1.	B4.4.14.2.	B4.5.10.1.	B4.6.1.1.	
Performance Indicator A. Learners can support ideas and points with visual resources to comeaning appropriate to purpose and context B. Learners can use recognition strategies to confirm understanding of appropriate texts C. Learners can use prepositions to convey a variety of meanings: D. Learners can write picture events about personal experiences and radio/TV presentations E. Learners can use invented spelling to increase fluency and free writin F. Learners can read a variety of age- and level appropriate books and pra-two-paragraph summary of each book read					rstanding of level- inings: riences and make			
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developme Leadership Critical Thinking and Problem Solving. Keywords				Development und			
T. L .R. (s)		Word cards, so library.	entence ca	rds, letter car	ds, handwrit	ing on a mani	a card and a class	
Ref:	English Lang	guage curriculu	m Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning		assessment)		Phase Plenar	3: y / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANG Have groups of ideas or point Assessment: In support ideas convey meani	of learners of s of view of et learners s and points	n given topics s with visual re	esources to	Ask lea summ points	erners to arrize the main in the lesson	

NANA FIIFI ACC	JUAH		
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING 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. Assessment: let learners use recognition strategies to confirm understanding of level-appropriate texts	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR 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. Briefly explain the functions of prepositions. Introduce a Question and Answer drill to give learners practice. Learner A: Where is your pen? Learner B: It is on the table. Write some of learners' answers on the chalkboard and guide them to identify the prepositions. 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 Assessment: let learners use prepositions to convey a variety of meanings 	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	D.WRITING Help learners to organise a radio or TV talk show. Assessment: let learners write picture events about personal experiences and make radio/TV presentations	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite	 E.WRITING CONVENTION Give learners the meanings of words to identify and spell the words. Learners use the words they have spelt in sentences of their own. 	What have we learnt today?

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	familiar		Ask learners to
	rhymes	Assessment: let learners use invented spelling to	summarize the main
		increase fluency and free writing	points in the lesson
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Guide learners to choose and read independently books	what they read to the
	choose and	of their choice during the library period. • Learners	whole class
	read books	think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-paragraph summary	
	library	of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback	
		Assessment: Ask each learner to write a-two-paragraph	
		summary of the book read.	

Signature: Date:

SUBJECT: MATHEMATICS CLASS: FOUR Week Ending: Day: Date: Period: Lesson: Strand: Data Sub-strand: Data Collection, Organization, Presentation, Interpretation and Analysis Indicator (code) B4.4.1.1.1 B4.4.1.1.2		LESSON PLAN	
Week Ending: Day: Date: Date: Period: Lesson: Strand: Data Sub-strand: Data Collection, Organization, Presentation, Interpretation and Analysis			
Date : Period : Lesson : Strand : Data Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	SUBJECT: MATHEMATICS	CLASS: FOUR	
Period : Lesson : Strand : Data	Week Ending:	Class size:	
Strand : Data Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	Day:	Date :	
Strand : Data Sub-strand : Data Collection, Organization, Presentation, Interpretation and Analysis	Deviced .	I accomp	
Interpretation and Analysis	Period:	Lesson:	
Interpretation and Analysis			
	Strand : Data	Sub-strand : Data Collection, Organization, Presen	tation,
Indicator (code) B4.4.1.1.1 B4.4.1.1.2		Interpretation and Analysis	
	Indicator (code) B4.4.1.1.1 B	.4.1.1.2	

and interpret graphs • Learners can use an understanding of many-to-one correspondence to display or construct graphs Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Monday Sing songs like: 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 one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come Ask the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? ii. What is the meet favourite food of the class?	Content star	ndard (code)	B4.4.1.1. B4.4.1.1.		
Leadership Critical Thinking and Problem Solving.	Performance	e Indicator	Learners can use an understanding of many-to-one correspondence to		
T. L. R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Monday Sing songs like: Grespondence 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 gone, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair, two pair two pair come Mathematics curriculum Page Phase 3: Plenary / Reflections Plenary / Reflections Review the lesson with Learners Review the lesson with Learners Review the lesson with Learners Ask the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? ii. What is the most favourite food of the class?	_		•	ersonal Development and	
Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing the brain for learning) Monday Sing songs like: 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 one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair, two pair come Mathematics curriculum Page Phase 3: Plenary / Reflections Pelenary / Reflections Review the lesson with Learners Review the lesson with Learners Review the lesson with Learners Ack the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? What is the most favourite food of the class?	Keywords				
DAY Phase 1: Starter (preparing the brain for learning) Monday Sing songs like: 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 1'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come Ask the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? ii What is the most favourite food of the class?	T. L .R. (s)		Counters		
Starter (preparing the brain for learning) Monday Sing songs like: 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 Tone is one alone, alone it shall be. 2 - Two pair, two pair come What is the most favourite food of the class?	Ref:	Mathematic	cs curriculum Page	V	
like: correspondence in displaying data. For example, the graph below shows the favourite fruits of children in a l'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come like: correspondence in displaying data. For example, the graph represents a pupil Favourite Fruits Favourite Fruits Ask the following questions for children to read and interpret graphs i. How many pupils said they like pawpaw? ii What is the most favourite food of the class?	DAY	Starter (preparing the brain for			
How many pupils are in the class? Etc. Assessment: have learners to practice with more	Monday	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	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 Favourite Fruits Fruits Orange Pawpaw Orange Paw		

Tuesday	Sing songs	Give learners grap	hs that use on	e-to-one		Review the lesson with
	like:	correspondence in	Learners			
		graph below show	s the favourite	e fruits of child	ren in a	
	l'm	P4 class. Each cold	oured box in th	e graph repre	sents a	
	counting	pupil				
	one, what					
	is one		Favourite Fruits	-		
	1 - One is	Banana				
	one alone,	Fruits Orange				
	alone it	Pawpaw 0 1	2 3	4 5		
	shall be.		Number of Childre	n		
		Ask the following	questions for c	children to rea	d and	
		interpret graphs				
		i. How many pupi	ls said they like	e pawpaw?		
		ii. What is the mo	st favourite fo	od of the class	s?	
		How many pupils	s are in the clas	ss? Etc.		
		Assessment: have	learners to pr	actice with mo	ore	
		examples				
		·) \		
Wednesday	Sing songs	Display a table for	of illnesses P4	pupils have h	ad in	Review the lesson with
·	like:	school last acader	nic year. Discu	ss with pupils	how	Learners
		many objects/cut-	outs will be re	quired to disp	lay or	
	l'm	construct a graph	of the illnesses	s in the table		
	counting	if@represents 2 pu	ıpils			
	one, what			1	7	
	is one		Number of			
	1 - One is	6/11/	pupils			
	one alone,		visiting			
	alone it	2	hospital	Number of		
	shall be.		with	objects		
		Illness	illnesses	in graph		
	2 - Two					
	pair, two	Diarrhoea	10	5		
	pair come					
	pair let us	Fever	16	8		
	pair					
		Toothache	4	2		
	Ī	l	1	i .	1	1

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NANA FIIFI AC	QUAIT T						
		Stomach-ache	8	•			
		Cold	1.4				
		Cold	14	•			
					J		
		Assessment: have	learners to pra	actice with mo	ore		
		examples					
Thursday	Sing songs	Put a chart with lab		• •		Review the lesson with	
	like:	several card cut-ou	_			Learners	
		pupils to go in turn		.			
	l'm	illnesses in the cha		•			
	counting	outs in the column	s above each i	Ilness as in th	e figure		
	one, what	below				V	
	is one			9			
	1 - One is	Ask questions for p	•		<u> </u>		
	one alone,	· ·	Ask pupils also to write questions based on the graph				
	alone it	for their friends to					
	shall be.						
		Assessment: have	learners to pra	actice with mo	ore		
		examples)			
Friday	Sing songs	Give learners table		·		Review the lesson with	
	like:	understanding of n		orrespondenc	e to	Learners	
		construct their gra	phs				
	l'm						
	counting	Assessment: have	learners to pra	actice with mo	ore		
	one,	examples					
	pair	Al.					

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vetted by	/	Signature:	Date

Performance Indicator

 SUBJECT: SCIENCE	CLASS:	FOUR	: LESSON PLAN	
Week Ending:	101		Class size:	
Day:	Plan	0	Date :	
Period :		L	Lesson :	
Strand: HUMANS AND TH	łE	Sub-strand	: CLIMATE CHANGE	
ENVIRONMENT				
Indicator (code)	B4.5.4.1.1			
Content standard (code)	B4.5.4.1.			

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Learners can explain that burning is one of the causes of climate change

Core Compe	tencies: Crea	tivity and Innovation Communication and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solving.	
Keywords			
T. L .R. (s)		Pictures	
	Calamaa auu		
Ref:	Science curi	riculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		/
	learning)		
Monday	Engage	Learners watch pictures and videos or charts showing	What have we learnt
	learners to	burning of fossil fuel and changing weather patternS.	today?
	sing songs	Narrate to learners a story of a bush fire and the	
	and recite	effect it has on humans, plants, animals and property.	Ask learners to
	familiar	• Learners, in groups discuss what happens when	summarize the
	rhymes	burning occurs.	important points of the
		Learners present their ideas, i.e. burning brings out	lesson
		smoke, makes air dirty or unclean, etc.	
		Assessment: let learners explain that burning is one of the causes of climate change	
Thursday	Engage	Brainstorm with learners on what will happen if there is	What have we learnt
	learners to	continuous burning of vegetation and waste.	today?
	sing songs	\mathcal{O}_{I}	
	and recite	Assessment:	Ask learners to
	familiar	Evaluate learners by asking them to design posters on	summarize the
	rhymes	the effect of burning on climate change.	important points of the lesson

/etted by :	Signature:	Date :
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		<u> </u>)-	: LESSON PLAN	
SUBJECT: PHYSICAL EDUCA	TION	CLA	SS:	FOUR	
Week Ending:				Class size:	
Day:	191		Dat	e :	
Period :			Les	son:	
Strand: VALUES AND PSY	CHO-SOCIAL	Sub-stran	nd : SELF-RESPONSIBILITY		
CONCEPTS, PRINCIPLES AND STRATEGIES					
Indicator (code)	B4.5.1.5.1	<u> </u>			
Content standard (code)	B4.5.1.5.				
Performance Indicator	Learners can accept responsibility for one's own behaviour in a group activity.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					

s) Cones	
PE curriculum Page	
Phase 1: Phase 2: Main	Phase 3:
Starter (new learning including assessment)	Plenary / Reflections
(preparing	,,
the brain	
for	
learning)	
Learners Obey rules and regulations for the activity. Appreciate	What have we learnt
jog round a and accept calls from officiating officials. Learners must	today?
demarcate be responsible for their own actions.	
d area in	Use answers to
files while	summarise the lesson
singing and	
clapping to	
warm-up	
the body	
for	
maximal	
performan	
ce and to	
prevent	
injuries	
y:Signature:	Date :
	Signature:

Vetted by :	 Signature:	Date :
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SUBJECT: RELIGIOUS AND I	MORAL EDUCATIO	N	CLASS: FOUR Class size:		
Day:	- All		Date :		
Period :			Lesson:		
Strand: The Family, Auth	ority and	Sub-stran	d : Roles, Relationships in the Family and Character		
Obedience		Formation			
Indicator (code)	B4.5.2.1.1:	I			
Content standard (code)	B4.5.2.1.				
Performance Indicator	Learners can discuss the importance of being a committed member of the family				
Core Competencies: Crea	tivity and Innovati	on Commu	nication and Collaboration Personal Development and		

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Leadership Critical Thinking and Problem Solving.

Keywords

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T. L .R. (s)		Pictures				
Ref: RME curricu		ulum Page				
DAY	Phase 1:	Phase 2: Main	Phase 3:			
	Starter	(new learning including assessment)	Plenary / Reflections			
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Help learners to discuss the importance of being a	What have we learnt			
	learners to	committed family member:	today?			
	sing songs	- to promote unity,				
	and recite	- to gain respect,	Ask learners to			
	familiar	- to be considered a trustworthy person, etc	summarize the main			
	rhymes	. • Let learners role play or mime roles of committed	points in the lesson			
fam		family members				
		Assessment: let learners mention importance of being				
		a committed member of the family				

•••			: LESSON PLAN	
SUBJECT: CREATIVE ARTS	UP.	CLASS:	FOUR	
Week Ending:	01		Class size:	
Day:	71		Date:	
Period :			Lesson:	
Strand : Performing Arts		Sub-stran	nd: Appreciating and Appraising	
Indicator (code)	B4 2.4.6.3			
Content standard (code)	B4 2.4.6.			
Performance Indicator	Learners can dev	velop guide	elines for appraising and appreciating own and other	s'
	performing artw	orks that re	eflect topical issues in Ghana	

Signature: Date:

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keyword	s				
T. L .R. (s)	Pictures			
Ref:	Creative Art	ts curriculum			
DAY	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; ② identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ② 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		

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LESSON PLAN

SUBJECT: COMPUTING CLASS: FOUR

Week Ending:			Class size:
Day:	Day:		Date :
Period :			Lesson:
Strand: WORD PROCESSI	NG	Sub-stran	: INTRODUCTION TO MS-WINDOWS INTERFACE
Indicator (code)	B4.3.1.1.1.		
Content standard (code)	B4.3.1.1.		
Performance Indicator	Learners can dem	nonstrate h	ow to use the clipboard, styles, fonts, paragraph and
	editing		
Core Competencies: Crea	tivity and Innovation	on Commur	nication and Collaboration Personal Development and
Leadership Critical Thinkir	ng and Problem Sol	ving.	
	Г		
Keywords			
T. L .R. (s)	Laptop		

Vetted by :....

Ref:	Computing	curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing the brain		
	for		
	learning)		
	Engage	Guide learners to use clipboard, styles, fonts, paragraph	What have we learnt
	learners to	and editing in the Home Tab of MS –Word.	today?
Wednesday	sing songs		
	and recite		Ask learners to
	familiar	Assessment: Let learners mention how to use the	summarize the main
	rhymes	clipboard, styles, fonts, paragraph and editing	points in the lesson

Signature: Date:

•••				LESSON PLAN
SUBJECT: OUR WORLD OUI	R PEOPLE		CLASS:	FOUR
Week Ending:			Class size	e:
Day:	W.		Date :	
Period :			Lesson:	
Strand: MY GLOBAL COM	IMUNITY	Sub-strar	nd : Our World	Our People curriculum Page
Indicator (code)	B4.5.1.2.1			
Content standard (code)	B4.5.1.2.			
Performance Indicator	Learners can expl	ain the use	es of rocks	
Core Competencies: Crea	tivity and Innovation	on Commu	nication and (Collaboration Personal Development and
Leadership Critical Thinkir	ng and Problem Sol	lving.		

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INAINA I III I ACI	ZUATI		
Keywords			
T. L .R. (s)		Pictures	
Ref:	Our World (Dur People curriculum Page	
			F-, -
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		/
Tuesday	Engage	Learners discuss the explain the uses of rocks e.g.	What have we learnt
	learners to	building houses and constructing roads	today?
	sing songs		
	and recite	Assessment: let learners explain the uses of rocks	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
Thursday	Engage	Learners role play some of the uses of rocks	What have we learnt
	learners to		today?
	sing songs		
	and recite	Assessment: let learners explain the uses of rocks	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson

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				: LESSON PLAN
		1		
SUBJECT: HISTORY	CLASS:	FOU	R	
Week Ending:			Cla	ass size:
Day:	CAR!		Date :	
Period :	7		Lesson	1:
Strand: Independent Gha	na	Sub-stran	d : The	Republics
Indicator (code)	B4.6.1.1.1.2			
Content standard (code)	B4.6.1.1.1.			
Performance Indicator	Learners can stat Ghana since 1960		s and r	names of the leaders of the four Republics of
Core Competencies: Crea Leadership Critical Thinkir	=		nicatior	n and Collaboration Personal Development and

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

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			\mathcal{O}	
••••			LESSON PLAN	
		7		
SUBJECT: GHANAIAN LANG	GUAGE	CLASS	: FOUR	
Week Ending:			Class size:	
Day:		D	ate:	
	BI			
	7/			
Period :		Le	esson :	_
Charles Marie Control	/ 11	6 1	1.1	
Strand: Writing Convention	ons / Usage		: Integrating Grammar in Writ	ten Language (Use of
			compound sentences)	
Indicator (code)	B4.5.6.1.1 B	4.5.6.1.2.	B4.5.6.1.3	

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B4.5.6.1. .

B4.5.6.1.

The learner should form compound sentences from simple

Content standard (code)

Performance Indicator

B4.5.6.1.

sentences

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		 The learner should exhibit knowledge of d 	ifferent types of				
		conjunctions in writing.					
	The learner should form compound sentences with conjunction						
-		tivity and Innovation Communication and Collaboration Peng and Problem Solving.	ersonal Development and				
Leadership C	liticai iiiiiikii	ig and Froblem Solving.					
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including assessment)	Plenary / Reflections				
	(preparing	(Hew learning mercaning assessment)	, lending y memercians				
	the brain						
	for						
	learning)						
	Engage	Let learners form simple sentences.	What have we learnt				
	leaners to		today?				
	sing songs	Use simple sentences to form compound sentences	•				
	and recite	on the board.					
	familiar	In groups, let learners form compound sentences					
	rhymes	from simple sentences.	Review the lesson with				
			learners				
		 Let learners present their sentences to the class. 	learners				
		Assessment: let learners form compound sentences					
	_	from simple sentences					
	Engage	Let learners form simple sentences and read them to	What have we learnt				
	leaners to		today?				
	sing songs and recite	Discuss conjunctions with learners.					
	familiar	Write some conjunctions on the board and lead					
	rhymes	learners to say them.					
	,	 Use different types of conjunctions to form 	Review the lesson with				
		sentences.	learners				
		• Let learners form sentences using the conjunctions.					
		 Let learners understand different types of 					
		conjunctions in writing.					
		Assessment: let learner's use different types of					
		conjunctions in writing.					
		3333.3					

NANA FIIFI ACQUAH		
Engage leaners to	 Use different types of conjunctions to form sentences. In pairs, let learners form compound sentences with 	What have we learnt today?
sing songs and recite	pans, is is a real real real real real real real re	,
familiar		Review the lesson with learners
rhymes	Assessment: let learners form compound sentences	
	with conjunctions	

Vetted by :	Signature:	Date :

TERM ONE BASIC FIVE WEEK 1

A. Reading

SUBJECT: ENGLISH LANGUAGE	LESSON PLAN CLASS: FIVE
Week Ending:	Class size:
Day:	Date :
Period :	Lesson:
Strand:	Sub-strand:

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A. Phonics

NANA FIIFI AC	CQUAH							
B. Gra	mmar Usage <i>i</i>	At Word	В.	Nouns				
C. Wri	ting		C. Penmanship and Handwriting					
D. Using Writing Conventions			D.	D. Using Capitalisation				
E. Exte	ensive Reading	g	E.	Building t	he Love and (Culture of	Readin	g
Indicator (d	ode)	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.
Content sta	andard	B5.2.2.1.	B5.3.1.	1.	B5.4.2.1.	B5.5.1.1	L.	B5.6.1.1.
(code)								
Performan	ce Indicator	A. Learners	can app	ly commor	n phonic gene	eralisation	s (e.g.	hard and soft "c"
		and "g") v	vhen rea	ading conti	nuous texts			
		B. Learners	can Iden	tify and us	se nouns or n	oun phras	ses to r	efer to quantities
		or units.						
		C. Learners	can cop	y senten	ces clearly in	n joint sc	ript ma	aintaining legible
		handwriti	ng					
		D. Learners	an follo	w appropr	iate mechanio	cal conver	ntion	
		E. Learners	an read	a variety o	of age- and le	vel appro	priate b	ooks and present
		at least a-	three-pa	hree-paragraph summary of each book read				
		ativity and Innovat		nmunicatio	n and Collabo	ration Pe	rsonal [Development and
Leadership	Critical Think	ing and Problem So	olving.	7				
Keywords				0				
T. L .R. (s)		Word cards, sent library.	ence car	ds, letter (cards, handwr	iting on a	manila	card and a class
Ref:	English Lan	guage curriculum	Page					
DAY	Phase 1:	Phase 2: Main					Phase	3:
	Starter	(new learning inc	luding a	assessmen [.]	t)		Plenar	y / Reflections
	(preparing	DI						
	the brain	71						
	for							
	learning)							
Monday	Engage	B.READING						have we learnt
	learners	e.g. "c" as in country	and call				today	?
	to sing songs and	"g" as in gain and					Δsk le:	arners to
	recite	Review the hard	_	f the soun	d. e.g. "c" as i	n cut:		arize the main
	familiar	"g" as in get.			-,6.	,,		in the lesson
	rhymes	• Introduce the s	oft form	using lots	of examples,	e.g. "c"	•	
		as in centre, cent		-	. •			
		• In groups, enco	_		ome out with	words		
	in which the soun			r.				

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		• 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.	
		Assessment: let learners mention words in which the sounds occur.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING e.g. "c" as in country and cell "g" as in gain and age • Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. • Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. • In groups, encourage learners to come out with words in which the sounds occur. • 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. Assessment: let learners mention words in which the sounds occur.	What have we learnt today? Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	 C.GRAMMAR Revise nouns briefly. Introduce quantities and units in context. e.g.: - Please, give me a piece of paper. - I have a pair of trousers. Have learners identify more examples of these in text and use them in sentences. Learners make up their own noun phrases and use them in sentences. Assessment: let learners use nouns or noun phrases to refer to quantities or units.	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	D.WRITING Select sentences from texts learners have read and write them on the board, using joint script. e.g.	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI AC	QUAH 	Displaced National Control	
		Sentence Worksheet	
		How are you today!	
		How are you today?	
		How are you today?	
		How are you today?	
		Have learners read out the sentence. (in pairs, small	
		groups, large groups)	
		Have learners copy the sentences into their exercise	
		books.	
		Go round to support struggling learners.	
		Assessment: let learners copy sentences clearly in joint script maintaining legible handwriting	/
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners	Ask individual learners to write a formal letter each on a	today?
	to sing	given topic paying attention to correct use of capital	
	songs and	letters, the full stop, comma, question mark, exclamation	Ask learners to
	recite	mark, quotation mark, apostrophe, hyphen etc.	summarize the main
	familiar	Accomments lot learners write a formal letter each on a	points in the lesson
	rhymes	Assessment: let learners write a formal letter each on a	
Friday	Guide	given topic E.EXTENSIVE READING	Have learners to tell
riiuay			
	learners	Have learners read independently books of their choice	what they read to the
	to choose	during the library period.	whole class
	and read	• Learners think-pair-share their stories with peers.	
	books	 Ask each learner to write a-two-three paragraph 	

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• Invite individuals to present their work to the class for

Assessment: let learners read a variety of age- and level

appropriate books and present at least a-three-

paragraph summary of each book read

during the summary of the book read.

feedback.

library period

		NH SCHOOL	
		: LESSON PLAN	
SUBJECT: MATHEMATICS	CLASS: FIVE		
Week Ending:		Class size:	
Day:	Dat	te:	
Period :	Les	son:	

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Strand : Nu	ımber		Sub-strand : Counting, Representation	& Cardinality	
Indicator (code)	B5.1.1.1.1	B5.1.1.1.2		
Content sta	andard (code)	B5.1.1.1.	B5.1.1.1.		
Performan	ce Indicator	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			
Leadership		tivity and Innovating and Problem So	on Communication and Collaboration Pellving.	ersonal Development and	
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Pag	е		
DAY	Phase 1:	Phase 2: Main		Phase 3:	
	Starter	(new learning inc	cluding assessment)	Plenary / Reflections	
	(preparing the brain for learning)				
Monday	Sing songs like: I'm counting one, what	using graph sheet with multi-base b 10,000; a flat = 1 learners model 4	del number quantities up to 1000,000 cs or multi-base materials. For instance, block, a cube = 1000 unit; a rod = 00,000 and a block = 1,000,000; 36,000 with the appropriate materials e learners to practice with more	Review the lesson with Learners	
	is one	examples	· 		
Monday	Sing songs like:		del the number 137,000 shading graph shown below, where 1cm×1cm square units .	Review the lesson with Learners	
	I'm counting one, what is one				

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	1 - One is one alone, alone it		
	shall be.	100,000 10,000 1000	
		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	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
	counting		
	one, what		
	is one		
	1 - One is one alone,		
	alone it		
	shall be.		

NANA FIIFI ACC	QUAH		
		100,000 1000	
		Assessment: have learners to practice with more	
Wednesday	like: I'm counting one, what is one	Give learners teacher-make token currency notes [¢10, ¢100& ¢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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting	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	Review the lesson with Learners

in each place value ring, and state the number

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	one, what	generated in the wheel (i.e. 2 landed in the ten-	
	is one	thousands' ring making the number twenty-thousand or	
	1 - One is	20,000)	
	one alone,		
	alone it	Place value chart	
	shall be.	Million Hundred- thousands Thousands Thousands Thousands Thousands Thousands Thousands Thousands Thousands	
		2 5 2 4 5 1 3	
		Place value number wheel	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs		Review the lesson with
	like:	Ask pupils to write given numbers on the expanded	Learners
		form of the number : 2,524,513=1000,000× 2	
	ľm	+100,000×5 + 10,000 × 2+1000 × 4+ 100×5 + 10× 1+ 1×	
	counting	3 = 2,000,000 + 500,000 + 20,000 +	
	one, what	4,000 + 500 + 10 + 3	
	is one	£10	
	1 - One is		
	one alone,	€ 100	
	alone it	€ 500	
	shall be.		
		Assessment: have learners to practice with more	
		examples	

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SUBJECT: SCIENCE CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : DIVI	ERSTY OF MA	TTED	Sub stran	M • 1	IVING AND NON-LIVING	THINGS
Indicator (co		B5.1.1.1.1	Jub-strain	iu . L	IVING AND NON LIVING	11111103
<u> </u>	ndard (code)					V
Performance			the life	nro	resses of living things (s	growth, sensitivity to the
i ci ioi iliane.	maicator	environment, respi		•	, 3, Os	srowin, sensitivity to the
Core Compe	tencies: Crea	tivity and Innovation	Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solvi	ing.			
Keywords		Learners can know the life processes of living things (growth, sensitivity to the				
•		environment, respiration and excretion)				
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page	culum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain	dr				
	for					
	learning)	<u></u>				
Monday	Engage	Learners go outside				What have we learnt
	learners to	•	ng and no	on-li	ving things and discuss	today?
	sing songs	their observation.				Ask learners to
	and recite					summarize the
	familiar	_			o observe sensitivity in	important points of the
	rhymes	the mimosa plant v	vhen tou	ched		lesson
		Assessment: let lea	rners des	scrib	e the sensitivity in the	
		mimosa plant wher	n touched	d		

Thursday	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.	What have we learnt today? Ask learners to summarize the important points of the lesson
		Assessment: let learners describe the sensitivity in the mimosa plant when touched.	
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	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:				Class size:	
Day:			Dat	e :		
Period :				Less	son:	
Strand : My	Country Ghar	na	Sub-stran	nd : T	he People Of Ghana	
Indicator los	da\	DE 2.1.1.1				<u>'</u>
Indicator (co		B5.2.1.1.1				
	ndard (code)					
Performance	e indicator	Learners can describe how our ancestors lived in ancient times (before the 15th				
Caus Causus		, ,	century) and compare it with how we live today. tivity and Innovation Communication and Collaboration Personal Development and			
=		tivity and innovations		inica	tion and Collaboration P	rersonal Development and
Leader Ship C	Ziticai iiiiiikii	ig and i robicin soi	VIIIg.) '	
Keywords)		
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	7,				
	for					
	learning)					
Tuesday	Engage	·			te, the clothes they	What have we learnt
	learners to	wore and how they travelle		u	today?	
	sing songs	Accessment let le	arners Ide	entify the kinds of food our		
	and recite	ancestors ate, the clothes t		-	Ask learners to	
	familiar	travelled	. 0.0000 0.	wore and now they	summarize the main	
	rhymes					points in the lesson
Thursday	Engage					What have we learnt
	learners to	·		•	te, the clothes they	today?
	sing songs	wore and how the	ey travelle	d		

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	and recite		Ask learners to
	familiar	Assessment: let learners Identify the kinds of food our	summarize the main
	rhymes	ancestors ate, the clothes they wore and how they	points in the lesson
	, ,,	travelled	P • · · · · · · · · · · · · · · · · · ·
	How did		
	our		
	ancestors		
	live?		
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	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:		Class size:		
Day:		Date :			
Period :			Lesson:		
Ctuonal . All	ADOUT LIC	Cub stron	d . Natura of Cod		
Strand : ALL			d : Nature of God	<u> </u>	
Indicator (co		B5.1.1.1.1.			
	ndard (code)				
Performance	e Indicator	Learners can explain that human beings are unique compared to other creatures			
Core Compe	tencies: Crea	tivity and Innovation Commu	nication and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solving.		·	
		Τ			
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (World Our People curriculum Page			
	1			I	
DAY	Phase 1:	Phase 2: Main		Phase 3:	
	Starter	(new learning including asse	essment)	Plenary / Reflections	
	(preparing	dr.			
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners recall and retell sto	ories about Creation. They	What have we learnt	
	learners to	talk about the nature of Goo	d as the Creator, the all-	today?	
	sing songs	knowing, powerful and crea	tor of all things.		
	and recite			Ask learners to	
	familiar	Assessment: Let learners de	escribe the nature of God as	summarize the main	
	rhymes	the Creator		points in the lesson	
Thursday	Engage	Learners look at themselves	, pictures of different	What have we learnt	
	learners to	human beings, and animals	and reflect on how they are	today?	
	sing songs	different from animals and p	present their findings to the		
	and recite	class for discussion.			

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	familiar		Ask learners to	
	rhymes	Assessment: Let learners describe how they are	summarize the main	
		different from animals	points in the lesson	

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NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:				Class size	: :			
Day:			Date :					
Period :					Lesson:			
Strand : MOTOR SKIL	L AND MOVEN	IENT PATTERN	IS	Sub-stra	nd : LOCO	MOTOR S	SKILLS	
Indicator (code)			B5.1.1.1	1				
Content standard (co	de)		B5.1.1.1	ı				
Performance Indicato	or		Learners	can walk	on straigh	t lines ed	ges.	
Core Competencies: (Leadership Critical Th	•		mmunicat	ion and Co	ollaboratio	n Person	al Development and	
Keywords								
T. L .R. (s)			Cones					
Ref: PE curriculu		PE curriculur	m Page					
DAY	Phase 1:		Phase 2:	-			Phase 3:	
	Starter (preparing the brain for learning)		, ,			Plenary / Reflections		
Friday	Learners jog	ound a	Draw a s	traight lin	e on the fl	oor for	What have we	
	demarcated a	area in files	learners	to walk or	n. Learners	walk	learnt today?	
	while singing	and clapping	individua	ally and in	a group ui	nder the		
	to warm-up t	he body for	watch of	the teach	er. Organi	se	Use answers to	
	maximal perf	ormance and	competi	tions for le	earners. Er	nd the	summarise the	
	to prevent in	uries	lesson w	ith cool do	own activit	ies and	lesson.	
			use ques	tions to e	nd the less	son		
lattad b			C:			-	Nata .	
/etted bv :			วเรเมสเน	I C		L	Date :	

 LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending: Class size:						
Day:			Da	Date:		
Period :			Le	sson :		
Strand: His	Creation and	Attributes Sul	b-strand :	God the Creator		
Indicator (co	ode)	B5.1.1.1.1:				
Content sta	ndard (code)	B5.1.1.1.				
Performanc	e Indicator	Learners can explain l	how speci	al each individual is.		
=		tivity and Innovation C ng and Problem Solving		ation and Collaboration Pe	ersonal Development and	
,),		
T. L .R. (s)		Pictures				
Ref:	RME curricu	llum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including	Phase 3: Plenary / Reflections			
Friday	Engage learners to sing songs and recite familiar rhymes	in groups, let learners unique and different tall, intelligent, fair in serious, etc.	s discuss h from one i complexi monstrate nselves.	another: some are short, on, dark in complexion, the uniqueness of each	What have we learnt today? Ask learners to summarize the main points in the lesson	

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	•	LESSON PLAI

SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :					son :	
					Generation of computer other gadgets	rs and parts of a
Indicator (co	ode)	B5.1.1.1.1.	B5.1.1			
Content star	ndard (code)	B5.1.1.1.	B5.1.1	.1.		
Performance	e Indicator		_		nd use output devices e types of output device	and identify their use
-			on Commur			ersonal Development and
Keywords	arerea riiiikii	is and troblem so.	VIII.B.			
T. L .R. (s)		Laptop		7		
Ref:	Computing	curriculum Page	DO			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for	(1)				
	learning)	/>,				
	Engage				ey learnt in the previous	What have we learnt
	learners to	classes and ask th	em to men	tion	computer devices that	today?
Wednesday	sing songs	produce output.				
	and recite	Softcopy- comput	ter monitor	/pro	jector, audio electrical	Ask learners to
	familiar	signals etc.				summarize the main
	rhymes	Hardcopy- printed	d images, pi	ictu	res documents	points in the lesson
		Guide learners to	identify typ	pes	of output devices and	
		their uses. Assist	them to list	the	m on the board as well	
		as their uses.				
		Assessment: Let lo		entif	y types of output	
		devices and their	uses			

sing songs

and recite

familiar

rhymes

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SUBJECT: CF	REATIVE ARTS		CLASS: FIVE		
Week End	ing:			Class size:	
Day:				Date :	
Period :			1	Lesson :	<u> </u>
Strand : Visual Arts Sub-strand : Thinking and Exp				l: Thinking and Exploring Id	eas
Indicator (Indicator (code) B5 1.1.1.1				
Content st	andard (code)	andard (code) B5 1.1.1.			
Performan	nce Indicator	Learners can stu	dy some vis	ual artworks created by Gh	anaian and other African
visual artists living in Afri culture of the people in A				nd examine how the artwo	rks reflect the history and
		•	ion Commun	ication and Collaboration P	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Ar	s curriculum			
DAY	Phase 1: Starter			ssment)	Phase 3: Plenary / Reflections
	(preparing the brain for	, o	J	,	, .
	learning)				
Monday	Engage	Learners are to:			What have we learnt
,	learners to	2 Study the artw	orks e.g. scu	lpture, textiles, metal arts,	today?

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paintings, cartoons, photography, ceramics created by

Ask learners to

summarize the main

points in the lesson

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:	
		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;	
		b) talking about the works of the artists in relation to	
		the history and culture of the people of Africa;	
		c) identifying and discussing various items (symbols)	
		found in the works being studied that reflect the history	
		and culture of the people of Africa;	
		d) writing a brief about their choice of artist using the	
		following guidelines:	
		- Name	
		- Country of origin	
		- Training	
		- Type of artworks	
		- Title of some works	
		- Medium of expression.	
		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	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	☑ Study the artworks e.g. sculpture, textiles, metal arts,	today?
	sing songs	paintings, cartoons, photography, ceramics created by	
	and recite	Ghanaian and African visual artists e.g. El-Anatsui,	Ask learners to
	familiar	Nnenna Okore, Cheri Samba, Goncalo Mabunda,	summarize the main
	rhymes	Abdoulaye Konate, Peju Alatise, William J. Kentridge,	points in the lesson
		Justine Mahoney living in Africa by:	
		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	

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	example, 'Warrior' an installation art by El-Anatsui
	(2015), and 'Story Maps of no Location', painting by
	Julie Mehretu;
	b) talking about the works of the artists in relation to
	the history and culture of the people of Africa;
	c) identifying and discussing various items (symbols)
	found in the works being studied that reflect the history
	and culture of the people of Africa;
	d) writing a brief about their choice of artist using the
	following guidelines:
	- Name
	- Country of origin
	- Training
	- Type of artworks
	- Title of some works
	- Medium of expression.
	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

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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Date : Date :	Week Ending	g:				Class size:	
Strand: Oral Language Sub-strand: Songs Poems	Day:				Dat	e:	
Indicator (code) B5.1.1.1.1: B5.1.3.1.1 B5.1.3.1.2	Period :				Les	son:	/
Indicator (code) B5.1.1.1.1: B5.1.3.1. B5.1.3.1.2 Content standard (code) B5.1.1.1. B5.1.3.1. B5.1.3.1. Performance Indicator • Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker. • Learners should explore a poem of about six to seven lines correctly • Learners should recognise the key words in the poem and discuss the theme of the poem. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for	Strand : Ora	l Language		Sub-stran	d:	. , \(\)	
Content standard (code) B5.1.1.1. B5.1.3.1. B5.1.3.1. B5.1.3.1. Learners should sing cradle songs/lullaby with the correct rhythms and discuss importance of cradle songs/lullaby to the baby, mother and caretaker. Learners should explore a poem of about six to seven lines correctly Learners should recognise the key words in the poem and discuss the theme of the poem. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for Phase 2: Main (new learning including assessment) Plenary / Reflections				_		CX,	
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discuss importance of cradle songs/lullaby to the baby, mother and caretaker. • Learners should explore a poem of about six to seven lines correctly • Learners should recognise the key words in the poem and discuss the theme of the poem. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Keywords T. L. R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for	Content star	ndard (code)	B5.1.1.1. B	5.1.3.1.		B5.1.3.1.	
Keywords T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (preparing the brain for (preparing the brain for	Performance	discuss importance of cradle songs/lullaby to the baby, mother and caretaker. Learners should explore a poem of about six to seven lines correctly Learners should recognise the key words in the poem and discuss the				baby, mother and	
T. L.R. (s) Manila cards, markers, recorded audios visual Ref: Ghanaian Language curriculum DAY Phase 1: Starter (new learning including assessment) (preparing the brain for	=		· · · · · · · · · · · · · · · · · · ·		nica	tion and Collaboration Pe	ersonal Development and
Ref: Ghanaian Language curriculum Phase 1: Starter (preparing the brain for Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Keywords						
DAY Phase 1: Starter (preparing the brain for Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	T. L .R. (s)		Manila cards, ma	rkers, reco	rded	audios visual	
Starter (new learning including assessment) (preparing the brain for	Ref:	Ghanaian La	anguage curriculum				
learning)	DAY	Starter (preparing the brain		luding asso	essm	nent)	

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	Engage	 Show a clip of a baby crying to learners. 	What have we learnt
	leaners to	Ask learners to tell you what a mother does when a	today?
	sing songs	child is crying.	
	and recite familiar	• Discuss the answers with the learners and talk about	
	rhymes	what a lullaby is.	
	Tilyilles	• Play a recorded cradle song or lullaby to the hearing	
		of learners.	Review the lesson with
		• Lead learners to sing cradle songs/lullaby with correct	learners
		rhythm.	
		 Allow individual learners to sing a lullaby. 	
		• Let learners brainstorm the importance of lullaby.	
		• Lead them to discuss the importance of cradle songs	
		to the baby.	
		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.	
		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.	
		Write the outcome from the discussion with the	
		learners.	
		• Let learners role play mother singing a lullaby and	
		holding a child.	
		G/L	
		Assessment: let learners sing cradle songs/lullaby with	
		the correct rhythms and discuss importance of cradle	
		songs/lullaby to the baby, mother and caretaker.	
	Engage	Ask a learner to explore a poem and listen to a poem	What have we learnt
	leaners to	accompanied by audio.	today?
	sing songs	• Let the learners perform the gestures that accompany	
	and recite	the poems.	
	familiar	• Explore a poem for learners to listen.	
	rhymes	Lead learners to explore poems correctly	
			Review the lesson with
		Assessment: let learners describe a poem of about six to	learners
		seven lines correctly	
<u> </u>		,	<u> </u>

Engage leaners to sing songs and recite familiar rhymes

- Let learners listen to a poem recital.
- Read a poem and discuss key issues in the poem.
- Let learners explore poems they know.
- Lead learners to recognise the key words in the poem they explore.
- Put learners into groups and let the groups discuss the key issues and present to the class.
- Allow a learner to explore a poem for learners to listen.
- Allow learners to write down what they think about the poem and let them discuss.
- In groups, help learners to discuss the theme of the poem.

Assessment: let learners identify the key words in the poem and discuss the theme of the poem.

What have we learnt today?

Review the lesson with learners

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TERM ONE BASIC FIVE WEEK 2



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	•	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class size:		
Day:		Dat	e:		
Period :		les	son :		
				\sim	
			16		
		<u> </u>			
Strand :		Sub-strand:	01		
A. Oral Language		A. Songs)		
B. Reading		B. Phonic			
C. Grammar Usage A	t Word	C. Nouns			
D. Writing		_	aph Development	nt	
E. Using Writing Con	. \ X	_	Capitalisation		
F. Extensive Reading				Culture of Reading	
Indicator (code)				5.4.3.1.1 B5.5.1.1.1.	
Content standard (code)	(B5.1.1.1. B5.1.			5.4.3.1. B5.5.1.1.	B5.6.1.1
Performance Indicator				es in songs. Respond	to poems by
			=	ressing own opinion	
	ľ			ralisations (e.g. hard	and soft "c"
	3 ,	J	ontinuous texts.		,
		•		fer to festivals; Coun	
	,	, ,	· .	without plural marke	•
		• •		d modes of writing fo	•
	-			rganise facts, ideas a	-
		a way appropr	ate to the mode o	of delivery, using app	ropriate text
	features	- "			
		• •	ropriate mechanic		
			, .	vel appropriate books	and present
	at least a-	three-paragrap	h summary of eac	ich book read	

Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. **Keywords** T. L .R. (s) Word cards, sentence cards, letter cards, handwriting on a manila card and a class library. Ref: DAY Phase 1: Phase 2: Main Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Monday **Engage** A.ORAL LANGUAGE What have we learnt • Have learners sing some familiar patriotic songs. learners to today? • Have learners listen to you sing a selected song. sing songs and recite • Guide learners to sing lines of the song with Ask learners to familiar appropriate stress and rhythm. summarize the main rhymes • Let them sing individually and in groups. points in the lesson Using questions discuss the central message of the target song: Who composed this song? What is the song telling us? • Invite individuals to explain the central message(s) of the song. • Ask learners to recite a poem of their choice with actions. Choose a poem appropriate for the grade level. Recite and act out the poem as learners listen attentively to you and observe. • Allow some individual learners to recite as others • Lead learners to recite lines of the poem with correct stress, clapping and tapping out the rhythm. Assessment: let learners explain the central messages in songs and poems Tuesday **B.READING** What have we learnt Engage learners to today? sing songs "c" as in country and cell and recite "g" as in gain and age

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	familiar rhymes	 Review the hard form of the sound, e.g. "c" as in cut; "g" as in get. Introduce the soft form using lots of examples, e.g. "c" as in centre, cent, circle; "g" as in gent, gin, etc. In groups, encourage learners to come out with words in which the sounds occur. 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. Assessment: let learners mention words in which the sounds occur. 	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Proper nouns Introduce the concept in context. E.g. Christmas is coming. The people of Ga celebrate Homowo. In pairs have learners give more examples of festivals and write them as proper nouns. Count and non-count nouns. Revise the concept of proper nouns and common nouns. (Proper nouns refer to particular nouns such as names of people, places, mountains, etc.) Elicit examples from learners. Briefly discuss what common nouns are giving and eliciting several examples. Use several examples to explain and exemplify count and non-count nouns and provide activities for practice. Assessment: let learners use nouns to form sentences	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Work with learners to select sample texts from a variety of models of writing from learners' readers and teacher's resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing. i. Process ii. Narration iii. Description iv. Comparison v. Problem solution vi. Classification vii. Argument	What have we learnt today? Ask learners to summarize the main points in the lesson

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		 Put learners into small groups and assign each group a mode of writing Have learners study the sample text. Guide them through appropriate questions to identify the: Mode of writing/types of essay Purpose Audience Assessment: let learners choose one of the modes of writing, to write on 	
Friday	Engage learners to sing songs	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic paying attention to correct use of capital	What have we learnt today?
	and recite	letters, the full stop, comma, question mark,	Ask learners to
	familiar	exclamation mark, quotation mark, apostrophe, hyphen	summarize the main
	rhymes	etc.	points in the lesson
		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	

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paragraph summary of each book read

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	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Ending:					Class size:	
Day:				Dat	e:	
Period :					son:	
Strand : Number Sub-stran			Sub-stranc	d : C	Counting, Representation	& Cardinality
Indicator (co	ode)	B5.1.1.1.3		B5.1.1.1.4		
Content star	ndard (code)	B5.1.1.1.		B5	5.1.1.1.	
Performance Indicator		Learners can identify numbers in different positions around a given number in number chart Learners can compare and order whole numbers up to 100,000 and represent th comparison using ">, <, or ="				
Core Compe	tencies: Crea	tivity and Innovatio	n Commun	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solv	ving.			
Keywords						
T. L .R. (s)		Counters				
Ref:						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections

NANA FIIFI ACC Monday	Sing songs	Display a number chart in multiples of 1,500 between Review the lesson with
Wienday	like: I'm counting one, what is one	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
		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
		Assessment: have learners to practice with more examples
Tuesday	Sing songs	Display a number chart in multiples of 1,500 between Review the lesson with
	like:	10,000 and 1000,000 and lead learners identify Learners
	I'm counting one, what is one	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
	1 - One is	10,000 11,500 12,000 13,500 15,000 16,500
	one alone,	20,000 21,500 22,000 23,500 24,000 25,500
	alone it shall be.	30,000 31,500 33,000 34,500 36,000 37,500
	Silali De.	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
		Assessment: have learners to practice with more examples
Wednesday	Sing songs like:	Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 122,400 Review the lesson with Learners
	I'm counting	is 1,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use

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	one, what is one	symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 251200 = 251,200; 132,734 > 132,635 Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting	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,	Review the lesson with Learners
	one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 1022345 and 1022534; 1022345 is less than (smaller than) than1022534 or 1022534 is bigger than (greater than) 1022345, or 1022345 is almost 200 less than 1022534 etc	Review the lesson with Learners
		examples	

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	•	LESSON PLAI

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:				Date :		
Period :				Laccon		
Perioa :	renou.			Lesson:		
Strand : DIVI	ERSTY OF MA	TTER !	 Sub-stran	d : LIVING AND NON-LIVING	THINGS	
					•	
Indicator (co	ode)	B5.1.1.1.1				
Content star	ndard (code)	B5.1.1.1.				
Performance	e Indicator	Learners can know	v the life	processes of living things (g	growth, sensitivity to the	
		environment, resp				
				nication and Collaboration Po	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solv	ring.	$\langle \mathcal{O} \rangle$		
Keywords)-		
·						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
					T	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	ıding asse	essment)	Plenary / Reflections	
	(preparing the brain					
	for					
Monday	learning)	Engago loarnors to	watch nie	ctures or animated videos	What have we learnt	
ivioriuay	Engage learners to		-	. birds, insects, trees,	today?	
				comment on them.	touay:	
	sing songs and recite	·	•		Ask learners to	
	familiar	from the video.	aentiny tile	e names of the living things	summarize the	
			mples and	l illustrations to		
	rhymes	Use relevant example of a second	•		important points of the	
		'	•	itivity, respiration and	lesson	
		excretion as life pro	ocesses.			
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		Assessment: let learners explain excretion as life	
		processes.	
Thursday	Engage	Assist learners to understand growth by observing a	What have we learnt
	learners to	seedling and a mature plant of the same kind.	today?
	sing songs	Let learners breathe in and out to demonstrate	
	and recite	respiration.	Project: Learners plant
	familiar		a seed and observe its
	rhymes	Plants show movement within their parts and animals	growth pattern.
		move from place to place.	
			Learners to collect
		Assessment: let learners explain respiration as life	and bring a variety of
		processes.	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
		\mathcal{A}_{I}	straw for the next
			lesson

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending:						Class size	e:
Day:				Date :			
Period :					Lesson :		
Strand : My Country Ghana				Sub-stra	nd : The P	eople Of (Ghana
Indicator (code	e)		B5.2.1.1.	1		11.	
Content standa	ard (code)		B5.2.1.1.		(
Performance II	ndicator		Learners	can desc	ribe how	our ance	estors lived in ancient times
			(before t	he 15th ce	entury) an	d compar	e it with how we live today.
Leadership Crit		•		mmunicat	ion and C	ollaboratio	on Personal Development and
Keywords							
T. L .R. (s)			Pictures				
Ref:		History cui	rriculum F	Page			
DAY	Phase 1: Starter (preparing for learnin		Phase 2: (new lear	Main rning inclu	ding asse	essment)	Phase 3: Plenary / Reflections
sing songs and recite familiar rhymes How did our ancestors live? Compare how our ancestors lived and how we live today? the clother travel 2. Compare Clother building Profesting Profesting Profesting Assess		the cloth travelled 2. Comparancient de Clothes we buildings Profession	fy the kind es they wo etc. are life tod lays. e.g. F vorn, Mod , Commur ans and Te ent: let lea life in anci	ay to life ood eater e of trave lication, T chnology.	in n, l, rading,	What have we learnt today? Ask learners to summarize the main points in the lesson	

Thursday	Engage learners to	Produce a photo album (Tactile	What have we learnt today?
,	sing songs and recite	photo album for visually impaired) of	,
	familiar rhymes	family members including learners.	To Visit ancient sites and
		Assessment: let learners produce a	museums as next lesson
		photo album	

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	•	LESSON PLAI

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:				Date :	
Period :				Lesson :	
Strand : ALL	ABOUT US		Sub-stran	d: Nature of God	<u> </u>
Indicator (co	ode)	B5.1.1.1.1.		(), (
Content star	ndard (code)	B5.1.1.1.			
Performance	e Indicator	Learners can expl	ain that hu	ıman beings are unique com	pared to other creatures
		tivity and Innovationg and Problem Sol		nication and Collaboration F	ersonal Development and
Keywords			20)-	
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curricu	ılum Page		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding asse	essment)	Plenary / Reflections
	(preparing	Plan			
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners in groups	s reflect an	d make a poster on the	What have we learnt
	learners to	characteristics of	human bei	ngs that make them	today?
	sing songs	different from oth	er creatur	es e.g. having a unique	
	and recite	'		ative and think rationally,	Ask learners to
	familiar	·		collaborate, ability to	summarize the main
	rhymes			e choices between right	points in the lesson
		and wrong, ability			
		Learners display the	heir poster	s for class discussion and	
		peer-review			

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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 reflect on why God created human beings and	What have we learnt					
	learners to	why God made man different from other creatures.	today?					
	sing songs	Learners debate on the topic 'animals do not reason'.						
	and recite		Ask learners to					
	familiar	Assessment: Let learners write a debate on the topic	summarize the main					
	rhymes	'animals do not reason'.	points in the lesson					
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verted by	•••••	Signature:	Date					

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	•	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Ending:			Class size:			
Day:			Da	te:		
Period :			Lesson:			
Strand : MO	TOR SKILL AND	MOVEMENT	Sub-strand :	LOCOMOTOR SKILLS		
PATTERNS						
					/	
Indicator (co	ode)	B5.1.1.1.2:				
Content star	ndard (code)	B5.1.1.1.				
Performanc	e Indicator	Learners can skip	and leap con	tinuously		
Core Compe	tencies: Creati	vity and Innovation	n Communica	tion and Collaboration Pe	ersonal Development and	
-		g and Problem Solv		tion and conduction re	ersonar bevelopment and	
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculum	Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assess	ment)	Plenary / Reflections	
	(preparing	N				
	the brain					
	for learning)					
Friday	Learners jog		• •	h against the ground to	What have we learnt	
	round a	·	•	they can at their own	today?	
	demarcated			arners practice the		
	area in files		duals and in	groups at their own	Use answers to	
	while singing	· •			summarise the lesson.	
	and clapping	,		ners in groups. End the		
	to warm-up			s and use questions to		
	the body for	summarise the le	sson			
	maximal					
	performance					
	and to					

injuries prevent	
Vetted by : Date :	

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	· IFSSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day:				Date:		
Period :				Less	son :	
Strand: His Creation and		Attributes	Sub-strand : God the Creator			
Indicator (code)		B5.1.1.1:				V
Content standard (code)		B5.1.1.1.				
Performance	e Indicator	Learners can expl	ain how sp	ecia	each individual is.	
=		tivity and Innovationg and Problem Sol		nicat	ion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	llum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections		
Friday	Engage learners to sing songs and recite familiar rhymes	 Put learners into groups according to: height, comass, intelligence, etc. Let learners put in writing how different they are from each other. Assessment: let learners write how different they from each other		different they are	What have we learnt today? Ask learners to summarize the main points in the lesson	

team. May Allah/God bless you

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	•	LESSON PLAI

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	te:		
Period :			Les	son :		
Strand: INTRODUCTION		TO COMPUTING S	ub-strand : I	NTRODUCTION TO MS-W	INDOWS INTERFACE	
Indicator (code)		B5.1.1.1.1.	B5.1.2.1.2	B5.1.2.1.3	/	
Content star	ndard (code)	B5.1.1.1.	B5.1.2.1.	B5.1.2.1.		
Performance	e Indicator	Learners can	list the feat	ures of Windows Interfac	ce	
		 Learners car 	n personalise	the Desktop Background	d and edit its images (e.g.	
		image, icons	and Taskba	r of the background).		
		 Learners car 	n recognise	how to customise the D	esktop Background using	
		Change Back	kground, Sta	rt menu and Pin to taskba	ar or start menu.	
-		tivity and Innovation ng and Problem Solvin		tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page	urriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
	Engage	Guide learners to lis	st the feature	es (i.e. Start Menu	What have we learnt	
	learners to	Returns, Cortana on	n Desktop, XI	oox App, Project Spartan	today?	
Wednesday	sing songs	Browser, etc.) and c	compatibility	issues of Windows 10.		
	and recite	Do this by using lead	ding questio	ns, or any other	Ask learners to	
	familiar	method.			summarize the main	
	rhymes				points in the lesson	

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NANA FIIFI ACQUAH		
	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	te:		
Period :			Les	son:		
Strand: Per	forming Arts	Sub-stra	Sub-strand: Thinking and Exploring Ideas			
Indicator (co	ode)	B5 2.1.1.1				
Content sta	ndard (code)	B5 2.1.1.				
Performance Indicator		Learners can Explore and st	tudy	some compositions and p	erformances of Ghanaian	
		and other African perform	ing a	rtists living in Africa and	discuss how their works	
		reflect the history and culti	ure o	f the people of Africa		
=		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solving.				
Vormondo						
Keywords						
T. L .R. (s)		Pictures				
Ref: Creative Arts curriculum						
itei.	Creative Air	.s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
5711	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing	thew rearring merading as	JCJJ.,	icite		
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	Study the compositions a	nd p	erformances of	today?	
	sing songs	Ghanaian and other Africar	n per	forming artists (e.g. Salif		
	and recite	Keita, Angelique Kidjo, Chir	nua A	chebe, Jack Mapanje,	Ask learners to	
	familiar	Dada Masilo, Anton Robert	Krue	eger, Hugh Masekela,	summarize the main	
	rhymes	Miriam Makeba, Asabea Cr	орре	er, John Okafor,	points in the lesson	
		Ositalkema) by				

NANA FIIFI ACC	QUAH		
		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;	
		b) appreciate: discuss the compositions and	
		performances of selected artists and find out how their	
		works reflect the history and culture of Africans;	
		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	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	write a brief about any of the artists of their choice	today?
	sing songs	using the following guidelines:	
	and recite	- Name	Ask learners to
	familiar	- Country of origin	summarize the main
	rhymes	- Training	points in the lesson
		- Type of compositions and performances	
		- Title of some works	
		- Style.	
		Θ_{l}	
		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	

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NANA FIIFI ACQUAH		
	·	LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:			C	Pate:		
Period :			L	Lesson:		
Strand : Oral Language Sub-strar			Sub-strand	:	, , ,)	
_			_	and Story Telling sation and Role Play		
Indicator (code) B5.1.		B5.1.4.1.1 E	35.1.4.1.2	B5.1.5.1.1	B5.1.5.1.3	
Content standard (code)		B5.1.4.1 B	35.1.4.1.	B5.1.5.1. B5.1.5.1.		
moral/value Learners sho Learners sho recognise th		ues of it. should recogn should narrat the characte should perfor	nise the chara e a story of ab ers, setting and em a drama of	about six to seven characters.		
Core Competencies: Creativity and Innovation Commu Leadership Critical Thinking and Problem Solving.				cation and Co	llaboration Personal Development and	
Keywords						
T. L .R. (s)		Manila cards, ma		ed audios visu	ıal	
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asses	sment)	Phase 3: Plenary / Reflections	

nana fiifi acq	UAH		
	Engage leaners to sing songs and recite familiar	 Ask learners to say what is done in the evenings when there are no electrical gadgets around. Discuss answers with learners and talk about folktales. 	What have we learnt today?
	rhymes	 Tell a folktale to learners. Allow learners to retell the folktale. Allow learners to discuss the structure of, and the values/moral lessons in the folktale. In groups, let learners summarise the structure and values of folktales and present to the class. 	Review the lesson with learners
		 Let a learner tell a folktale and discuss key issues among themselves. Allow learners to recognise the characters in the folktales. Let learners write briefly on the characters identified 	~
		Assessment: let learners retell a folktale of about five scenes and discuss the moral/values of it and identify the characters in the folktales	
	Engage leaners to sing songs and recite familiar rhymes	 Assist learners to read a story of about three paragraphs long. Discuss some unfamiliar words with learners. Let learner retell the story in groups. Discuss key considerations in issues in changing a story to a drama. 	What have we learnt today?
		 Show a video clip to learners. Put learners in groups to retell the story. Discuss with learners the features of a drama. Show learners the processes involved in changing a story into drama. Assist learners to recognise the characters, setting, costumes and the stage in a drama composed from the story. 	Review the lesson with learners
		Assessment: let learners narrate a story of about six to seven characters	
	Engage leaners to	Revise the features of a drama and the processes or ways to change a story into a drama.	What have we learnt today?

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	sing songs	• Let learners mention some of the key points to be	
	and recite	considered in turning a story into a drama.	
	familiar	Direct learners to perform a drama piece with the	
	rhymes		Davies, the least 121
	linyines	story line.	Review the lesson with
			learners
		Assessment: let learners perform a drama of about six	
		to seven characters.	
		<u> </u>	I
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Vetted by :	
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TERM ONE BASIC FIVE WEEK 3



NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class	size:			
Day:			Date:				
Period :			Lesson :				
					\bigcirc		
				11.			
				5			
Strand :		Sub-stran	ıd:				
A. Oral Language			ORY TELLIN				
B. Reading			ord Familie	es			
C. Grammar Usage A	t Word		ouns				
D. Writing				evelopment			
E. Using Writing Conventions E. Us			sing Punctu				
F. Extensive Reading	<		uilding the I	Love and Cult	ture of Reading		
Indicator (code)	B5.1.4.1.1	B5.2.3.1.1 B	35.3.1.1.2.	B5.4.3.1.1	B5.6.1.1.1.	B5.5.2.1.1.	
Content standard (code)	B5.1.4.1.		35.3.1.1.	B5.4.3.1.	B5.6.1.1.	B5.5.2.1.	
Performance Indicator		arners can demor	nstrate und	lerstanding o	of lessons in st	tories by ma	aking
		evant comments					
		arners can use cor		· ·		_	
		arners can Identify			•	•	unt,
		gular, Plural (regu	, 0	,, ,	•		
		arners can Choose					
	-	rposes, audiences		_		·-	
		view in a way appı	ropriate to	the mode of	delivery, using	appropriate	: text
		ntures					
		arners can use pu		s: (the comm	na) to write a	n address;	(the
	•	ostrophe) in contr					
		arners can read a v		_		ooks and pre	esent
	at	least a-three-para	graph sum	mary of each	book read		

-		tivity and Innovation Commung and Problem Solving.	unication and Collaboration Pe	ersonal Development and
Keywords				
T. L .R. (s)		Word cards, sentence cards library.	s, letter cards, handwriting on	a manila card and a class
Ref:	English Lang	guage curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE Tell a story using the appro With examples, guide learn middle and ending. Invite learners to retell stor Story Element: 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 middle of the story? Have learners take turns to	y sequentially. What are the key details about this story?	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACC	JUAH		<u></u>
		Assessment: let learners take turns to comment on the story.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Give examples of minimal pairs, e.g. watch, catch In groups let learners come up with more examples Select two paragraphs from the reading passage and let learners identify specific spelling patterns e.g. sh- fish, dish, sash, wash th – both, tooth Drill learners on pronunciation of words. Learners read the words containing minimal pairs, e.g. church, search, perch, fetch. Work together with learners to write simple sentences with the minimal pairs. Learners in pairs identify more words from reading passages and make a list on a chart. Let each pair read the words. Assessment: let learners identify common minimal pairs from reading passages and make a list on a chart	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 Singular and Plural (regular, irregular) nouns 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. Have learners read the sentences and observe the underlined words. 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. Guide learners to discover the difference between regular and irregular plural forms: Regular count nouns take s or es to form their plural. e.g. table – tables, chair – chairs 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	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Plural nouns without plural markers Have learners discover the plural nouns without plural marker in context. 	

NANA FIIFI AC	QUAH		
		E.g. The sheep are grazing outside.	
		I met a lot of people at the party.	
		Assessment: let learners use nouns to form sentences	
Thursday	Engage	D.WRITING	What have we learnt
,	learners to		today?
	sing songs	Put learners into small groups and assign each group a	,
	and recite	mode of writing	Ask learners to
	familiar	Examples of modes of writing.	summarize the main
	rhymes	i. Process	points in the lesson
	Titytiics	ii. Narration	points in the lesson
		iii. Description	
		•	
		iv. Comparison	
		v. Problem solution	
		vi. Classification	
		vii. Argument	
		Have learners study the sample text.	
		Guide them through appropriate questions to identify	
		the:	
		i. Mode of writing/types of essay	
		ii. Purpose	
		iii. Audience	
		Jumble the paragraphs and have learners in groups re-	
		arrange the paragraphs into a coherent piece.	
		Encourage learners to use search engines to search	
		for the different modes of writing they have studied.	
		• Discuss the various modes of writing with learners.	
		Have learners read a text to identify the structure of	
		each mode.	
		Assessment: let learners choose one of the modes of	
		writing, to write on	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Revise the use of the comma before and after "Yes"	today?
	sing songs	and "No" in sentences; after addressing a person, e.g.	
	and recite	Kofi, can you help me?	Ask learners to
	familiar	• Introduce the use of the comma to write an address,	summarize the main
	rhymes	and the apostrophe in contraction in context. Provide	points in the lesson
	111711163	sample sentences/texts for learners to identify the	points in the lesson
		target punctuations. Introduce one punctuation at a	
		time	
		e.g. I live at Adu Street, Adukrom.	
		They can't do the work.	
		Have learners practise using the comma to write an	
		address, and the apostrophe in contraction. Give pairs	

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ľ	VА	ı١	IA	ΗI	ırı	ıA	uu	u	ΙА	н

		of learner's unpunctuated sentences/texts to	
		punctuate.	
		Assessment: Give learners unpunctuated sentences/texts to punctuate.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	~
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

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	Als,			

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: MATHEMATICS CLASS: FIVE

Week Endin	g:				Class size:	
Day:			0	Date	e:	
n. d. d						
Period :			L	Lesson:		
Strand : Nun	nber		Sub-strand	l : C	ounting, Representation	& Cardinality
					- и	a caramant,
Indicator (co	ode)	B5.1.1.1.5	B5.1.1.1.6)	
Content star	ndard (code)	B5.1.1.1.	B5.1.1.1.			
nearest ten thousa			en thousands can skip cou	s, th	nousands, hundreds and	ters up to 100,000 to the tens. The in 500s 1000s etc. up to
Core Compe	tencies: Crea	tivity and Innovation	on Commun	icat	ion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Sol	lving.			
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page	9			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asses	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					

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Monday	Sing songs like:	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	Review the lesson with Learners
	ľm		
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Tuesday	Sing songs		Review the lesson with
	like:	2 Learners round up and round down to estimate sums and differences	Learners
	I'm counting one, what	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	<u></u>
	is one 1 - One is	214765 Round Round Round up down off	
	one alone, alone it shall be.	to the nearest 214770 214760 214770 ten	
	Silali De.	to the nearest 214800 214700 214800 hundred	
		to the nearest 215000 214000 215000 thousand	
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm	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:	Review the lesson with Learners
	counting one, what is one.	15790, 16290, 17290, 17790, 18290, etc. Learner 3; Shout out "31285" skip counting up in 1000s Learner 4; 32285, 33285, 34285, 35285, 36285etc	
		Assessment: have learners to practice with more examples	
Thursday	Sing songs like:	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.	Review the lesson with Learners
	I'm counting	Challenge learners to identify or correct error.	

	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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/etted by :	Signature:	Date :
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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:			Class size:		
Day:			Dat	e :	
Period :			Loc	son :	
renou.			LES	5011 .	
Strand : DIV	ERSITY OF MA	ATTER Sub-stran	d : N	MATERIALS	/
Indicator (co	ode)	B5.1.2.1.1			
Content sta	ndard (code)	B5.1.2.1.			
Performanc	e Indicator	Learners can classify every	day	materials based on the	ir properties (soft, hard,
		rough, smooth, opaque, trar	nspa	rent and bendable)	
-		tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Science curi	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including asse	essm	nent)	Plenary / Reflections
	(preparing				
	the brain	2,			
	for				
N. A. a. a. a. a.	learning)	. Las un sus ta salla et a cel la di			NA/leat leave voe leavet
Monday	Engage	Learners to collect and bridge to the decrease of the second	_		What have we learnt
	learners to	materials from the home, so		•	today?
	sing songs	Examples should include cot		•	A - L
	and recite	pieces of paper, cardboard,			Ask learners to
	familiar	bags (coloured and transpar	-	•	summarize the
	rhymes	(rough and smooth) chalk, c	•	•	important points of the
		 Learners are assisted to so 		<u> </u>	lesson
		based on texture (hard or so	oft),	and size (big or small).	

NANA FIIFI ACQUAH Demonstrate by assisting learners to group materials into those that we can see through (transparent) and those that we cannot see through (opaque). • Learners sort the materials into those that can bend and those that cannot bend. Learners feel and draw materials that are hard, soft, smooth, etc. • Learners are tasked to display their drawings in class for discussion. Assessment: let learners classify everyday materials based on their properties Thursday • Learners are assisted to know that the properties of a What have we learnt Engage learners to given material enable it to be used for making certain today? products, e.g. clay is used for making pots because it Ask learners to sing songs and recite can be moulded without breaking. Raffia palm is used in summarize the familiar basketry because it can bend easily. important points of the • Learners work in groups to classify different materials rhymes lesson based on various similarities and differences. 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. Assessment: let learners identify properties of a given material enable it to be used for making certain

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NANA FIIFI ACQUAH	
	LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Ending	g:			С	Class size:		
Day:			[Date	:		
Period :			L	Lesso	n:		
Strand : My	Country Ghar	na S	Sub-strand	and : The People Of Ghana			
Indicator (co	ode)	B5.2.1.1.1					
Content star	ndard (code)	B5.2.1.1.					
Performance	e Indicator	Learners can descri	ibe how o	our ar	ncestors lived in and	cient times (before the 15th	
		century) and compa	are it with	how	we live today.		
Core Compe	tencies: Crea	tivity and Innovation	Commun	nicatio	on and Collaboration	Personal Development and	
Leadership C	Critical Thinkir	ng and Problem Solvi	ng.	5	\		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning include	ding asses	ssme	nt)	Plenary / Reflections	
	(preparing						
	the brain	2,					
	for						
	learning)						
Tuesday	Engage					What have we learnt	
	learners to	Visit ancient sites a	nd museu	ıms		today?	
	sing songs	Assessment: let lea	rnore doca	oribo I	haur aur angastara		
	and recite	lived in ancient time		cribe	now our ancestors		
	familiar	ilved ili alicielit tilli	E 3				
	rhymes						
Thursday	Engage					What have we learnt	
	learners to	Use videos/ docum	-			today?	
	sing songs	life today has chang	ged from t	the pa	ast		

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and recite		Ask learners to
familiar rhymes	Assessment: let learners compare life today to life in ancient days.	summarize the main points in the lesson

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WANT HILL BOOK TO THE SCHOOL T

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:			
Day:				Date :			
Period :				Lesson:			
Strand: ALL	ABOUT US	S	Sub-stran	nd : Myself	V		
Indicator (co	ode)	B5.1.2.1.1.					
Content star	ndard (code)	B5.1.2.1.					
Performance	e Indicator	Learners can descr	ribe chan	ges that occur during adolesc	ence		
		tivity and Innovatior ng and Problem Solvi		nication and Collaboration Pe	ersonal Development and		
Keywords			2)-			
T. L .R. (s)		Pictures					
Ref:	Our World (Our People curricul	Our People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	ding ass	essment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
_	learning)						
Tuesday	Engage			term, Adolescence e.g.	What have we learnt		
	learners to	Young people are people within the ages 10 -24 and today?			today?		
	sing songs			his group. Adolescence is a			
	and recite	•		n childhood and adulthood.	Ask learners to		
	familiar		the ages (of 10 and 19 years (WHO,	summarize the main		
	rhymes	1968).			points in the lesson		
					İ		

NANA FIIFI AC	QUAH 	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.	
		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,	
		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	
		Assessment: Let learners describe physical changes	
		that occur during adolescence	
Thursday	Engage	Group learners in their sex groups to discuss the	What have we learnt
	learners to	changes that take place in their own sex during	today?
	sing songs	adolescence and present to class e.g.	
	and recite		Ask learners to

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Some emotional and psychological changes in both

excitement, happiness/sadness, adventurous

Assessment: Let learners describe emotional and psychological changes that occur during adolescence

boys and girls e.g. easily irritated (anger), worry/fear,

love (strong attachment to the opposite sex), shyness,

summarize the main

points in the lesson

familiar

rhymes

NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	g:		Clas	s size:	
Day:			Date:		
Period :			Lesson :		
Strand: MO	TOR SKILL AND	MOVEMENT Sub-str	and: MAN	IPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B5.1.2.1.1			
Content sta	ndard (code)	B5.1.2.1.		, , ,)	
Performanc	e Indicator	Learners can roll ball usin	g a stick th	rough obstacles (ar	ranged cones)
				2	
=		ivity and Innovation Comm	unication a	nd Collaboration Pe	ersonal Development and
Leadership	riticai Ininking	g and Problem Solving.			
Keywords			-///		
			<u> </u>		
T. L .R. (s)	_	Cones			
Ref:	PE curriculum	n Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessment)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)	Y			
Friday	Learners jog	Arrange ten cones in a str	•	0 0	What have we learnt
	round a	Learners roll balls through			today?
	demarcated	the teacher checks their r	novements	, control of the	
	area in files	balls with the stick and gi	ves correct	ive feedback for	Use answers to
	while singing	correct mastery of skill. Lo	earners are	allowed to	summarise the lesson.
	and clapping	progress at their own pac	e during pr	actice. Organise	
	to warm-up	competition for learners.	End the les	son with cool	
	the body for	down activities and use q	uestions to	summarise the	
	maximal	lesson.			
	performance				
	and to				

	rent ries		
Vetted by :		Signature:	Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending	g:				Class size:	
Day:				Dat	e :	
Period :				Les	son :	
Strand : God	, His Creatior	and Attributes	Sub-stran	id : 0	od the Creator	
Indicator (co	de)	B5.1.1.1.2:				V
Content star	ndard (code)	B5.1.1.1.				
Performance	Indicator	Learners can state	the quali	ties	of God that humankind s	hould demonstrate.
-		tivity and Innovationg and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page	B			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning incl	uding ass	essm	ent)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	 Let learners mention qualities of God that humankind should demonstrate: love, patience, mercy, kindness, forgiveness, honesty, accountability etc. Let learners discuss among those qualities of God they should possess to make them God's children 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	

team. May Allah/God bless you

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SUBJECT: COMPUTING CLASS: FIVE

Week Ending	g:		Class size:	
Day:			Date :	
Period :			Lesson:	
Strand : INT	RODUCTION	ΓΟ COMPUTING Sub-stran	d: DATA, SOURCES AND USA	AGE
Indicator (co	ode)	B5.1.3.1.1. B5.1.3.1.2	B5.1.3.1.3 B5.1.3.1.4	V
Content star	ndard (code)	B5.1.3.1. B5.1.3.1.	B5.1.3.1. B5.1.3.1.	
Learners can use strategies for identifying data from result experiment. Learners can identify primary sources of information e.g. photoaudio, video recordings, letters etc. Learners can identify secondary sources of information e.g. recordings, SMS etc. Learners can demonstrate sending and sharing information e.g. data, sorting and calculations etc. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Develop Leadership Critical Thinking and Problem Solving.			mation e.g. photographs, ormation e.g. radio, fax, nformation e.g. arranging	
Keywords				
T. L .R. (s)		Laptop		
Ref:	Computing	curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including asso	essment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite	Guide learners to identify the and quantitative) by asking them to convert data from owithout losing its value.	leading questions. Task	What have we learnt today?

VAIVA I III I ACC	ZUATI		
	familiar	Guide learners to mention or talk about primary	Ask learners to
	rhymes	sources of information. Task learners to record data	summarize the main
		from the primary source and bring them to class for	points in the lesson
		discussion. List items recorded and ask learners to	
		group according to their similarities.	
		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.	~
		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.	
		Learners can also be guided to generate age data from	
		their dates of birth.	
		NB: recall content in B4 and add to it.	
		Assessment: Let learners sort data in alphabetical	
		order	

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SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:	
Day:			Da	te:	
Period :			Les	son:	
Strand : Visu	ual arts	Sub-st	rand :	Thinking and Exploring Id	eas
Indicator (co	ode)	B5 1.2.2.1			
Content sta	ndard (code)	B5 1.2.2.			
Performanc	e Indicator	Learners can experiment	with a	vailable relevant visual a	rts media and methods to
		create own visual artwo	rks tha	it reflect the physical an	d social environments of
		some African communiti	es		
-		tivity and Innovation Com	munica	ition and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Solving.	()		
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	ssessr	nent)	Plenary / Reflections
	(preparing	7,			
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	explore the local environ			today?
	sing songs	materials and tools that a	•	G	
	and recite	2 study and experiment v			Ask learners to
	familiar	tools to create simple art		• •	summarize the main
	rhymes	and social environments			points in the lesson
		using appropriate metho	ds and	skills: e.g.	

NANA FIIFI ACQUAH - clay, plasticine, papier mâché (paper pulp), etc. for modelling and casting; - straw, yarn, paper, etc. for weaving; odds and ends for constructing and assembling; brushes and paint for painting; discuss and share their experiences through jury and peer review; ② use available materials in the environment to make artworks similar to the works studied; 2 discuss and compare their artworks to the artworks studied. Assessment: let learners create own visual artworks that reflect the physical and social environments of some African communities Wednesday Engage Learners are to: What have we learnt learners to explore the local environment to select available today? sing songs materials and tools that are good for making artworks and recite 2 study and experiment with available materials and Ask learners to familiar tools to create simple artworks that reflect the physical summarize the main rhymes and social environments of some African communities points in the lesson using appropriate methods and skills: e.g. - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle for sewing, etc. discuss and share their experiences through jury and peer review; 1 use available materials in the environment to make artworks similar to the works studied; discuss and compare their artworks to the artworks studied. Assessment: let learners create own visual artworks

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that reflect the physical and social environments of

some African communities

NANA FIIFI ACQUAH		
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SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending	g:			Class size:	
Day :				Date :	
Period :				Lesson:	~
Strand : Rea	ding		Sub-stran	nd : Phonics: Letter Sound Kno	owledge
Indicator (co	ode)	B5.2.4.1.1	B5.2.4.1.2	B5.2.4.1.3	
Content star	ndard (code)	B5.2.4.1.	B5.2.4.1.	B5.2.4.1.	
Performance Indicator • Learners should reparagraphs.			should read ns. should ble	d and recognise words with fa d and recognise diagraphs in v nd two or more syllables to fo	words found in orm words and read them
-		tivity and Innovating and Problem So		nication and Collaboration Pe	ersonal Development and
T. L .R. (s)		Manila cards, ma	rkers, reco	rded audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding ass	essment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	the alphabet. • Write down sor	me of these	ome sounds of the letters of e sounds on the board. I learners to form words	What have we learnt today?

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		 Read to learners words with familiar sounds. 	
		 Assist learners to read and recognise word with 	Review the lesson with
		familiar sounds at word medial.	learners
		• Read to learners some simple poems.	
		• In groups, lead learners to read simple poems of	
		about ten lines.	
		• Ask learners to note the words in the poems that have	
		similar sounds.	
		Group the words identified and categorise them into	
		words with similar sounds.	
		Assessment: let learners identify words with familiar sounds	~
	Engage	Let learners mention some words and write them on	What have we learnt
	leaners to	the board.	today?
	sing songs	Group the words into two: those without diagraphs	•
	and recite	and those with diagraphs.	
	familiar	Write out the diagraphs on the board and pronounce	
	rhymes	them to the hearing of learners.	
		Assist learners to recognise diagraphs in the words in	Review the lesson with
		a given paragraph.	learners
		Call learners to write the diagraphs identified from	
		the words on the board.	
		Group the diagraphs and put learners into groups and	
		ask learners to form more words with the diagraph	
		assigned to each group.	
		assigned to each group.	
		Assessment: let learners identify diagraphs in words	
		found in paragraphs.	
	Engage	Let learners mention some words and write them on	What have we learnt
	leaners to		today?
	sing songs	Divide the words into syllables and discuss with	,
	and recite	learners.	
	familiar	Allow learners to use some of the syllables to form	
	rhymes	new words.	
		• Let learners say the words to the class and write some	Review the lesson with
		on the board	learners
		Assist learners to blend two or more syllables to form	
		words and read them.	

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	• Let learners use so	me of the words to form senter	nces
	orally.		
	Assessment: let lear	ners blend two or more syllable	s to
	form words and read		
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TERM ONE BASIC FIVE WEEK 4



NANA FIIFI ACQUAH		
	:	LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: FIVE

Week Ending:			Class	size:		
Day:		D	ate:			
Period :		16	sson :			
renou .			.33011 .			
)	
				5		
Strand:		Sub-strand :	X			
A. Oral Language			natizatio	on and Role Pl	av	
B. Reading			thongs	in and Noic in	ч	
C. Grammar Usage A	ut Word		rminers			
D. Writing	tt vvoid			evelopment		
E. Using Writing Con	ventions	<i>></i> \ \	g Puncti	-		
F. Extensive Reading			-	Love and Cult	ure of Readin	ıρ
Indicator (code)			3.2.1.1			B5.6.1.1.1.
Content standard (code)			3.2.1.	B5.4.3.1.	B5.5.2.1.	B5.6.1.1.
Performance Indicator						/whole of stories
						make meaningful
	sentend		0 1	0, 0,	.,,	J
	C. Learner	s can identify ar	nd use ir	ndefinite and o	definite article	es "a" and "an" to
	refer to	a person, anim	al, even	t, time or obje	ects in genera	ı
	D. Learner	s can identify th	e main	idea and mind	or ideas/supp	orting details in a
	paragra	ıph				
	_	rs can use punct	uations	: (the comma)	to write an a	ddress; (the
		phe) in contrac		·		
	F. Learner	rs can read a var	ety of a	ge- and level	appropriate b	ooks and present
	at least	a-three-paragra	ph sum	mary of each	book read	
Core Competencies: Crea	itivity and Innova	ation Communic	ation ar	nd Collaborati	on Personal [Development and

Leadership Critical Thinking and Problem Solving.

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Language curriculum Page				
DAY	Phase 1: 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 Lead learners to select a familiar story for dramatisation. Ask questions to review the story. Assign groups to prepare (share roles, select costume and rehearse) and dramatise/role-play the story using improvised lines. Invite groups to perform for the class to critique their performances. Assessment: let learners costume to dramatise or role-play parts/whole of stories 	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 • Revise the activity on minimal pairs words. Let learners pick partners, think-pair-share. Learners use their rhyming words in meaningful sentences. • Introduce words that contain the target diphthongs, one at a time, by writing examples on the board e.g. /eU/ - go, no, boat, load etc. /aU/ - how, fowl etc. Note: Do not write the symbols of the sounds • 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. Assessment: let learners use closing diphthongs, e.g. /aU/, /eU/to make meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson		

Wednesday	Engage	C.GRAMMAR	What have we learnt
	learners to	Provide an appropriate text containing abstract,	today?
	sing songs	concrete nouns.	
	and recite	Revise the lesson on nouns. Use the same text to	Ask learners to
	familiar	introduce definite, indefinites and zero articles. Guide	summarize the main
	rhymes	learners with examples to list the articles in the	points in the lesson
		passage.	
		Help learners to form sentences using the articles.	
		Assessment: let learners use indefinite and definite	
		articles "a" and "an" to form sentences	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Display a Model Paragraph, e.g.	today?
	sing songs	The children of Boti go to great lengths to seek the	
	and recite	power of education and reading. For example, they	Ask learners to
	familiar	build their own school at the beginning of the year! To	summarize the main
	rhymes	do this, they use mud to make bricks to build the walls	points in the lesson
		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.	
		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?	
		II. How do you know;	
		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.	
		Guide learners to identify the details of the paragraph	
		and the sentences that contain these details.	
		Repeat the same process for other sentences.	
		Have learners write their own paragraphs (Guide	
		them to select a topic). Move round to support them.	
		Assessment: let learners identify the main idea and	
		minor ideas/supporting details in a paragraph	

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Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	Revise the use of the comma before and after "Yes"	today?
	sing songs	and "No" in sentences; after addressing a person, e.g.	
	and recite	Kofi, can you help me?	Ask learners to
	familiar	• Introduce the use of the comma to write an address,	summarize the main
	rhymes	and the apostrophe in contraction in context. Provide	points in the lesson
		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.	
		Have learners practise using the comma to write an	
		address, and the apostrophe in contraction. Give pairs	
		of learners unpunctuated sentences/texts to punctuate.	
			V
		Assessment: Give learners unpunctuated	
		sentences/texts to punctuate.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	Have learners read independently books of their	what they read to the
	choose and	choice during the library period.	whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	Ask each learner to write a-two-three paragraph	
	library	summary of the book read.	
	period	• Invite individuals to present their work to the class for	
		feedback.	
		recuback	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	
		paragraph summary of cach book read	

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	LESSON PLAN

SUBJECT: Mathematics CLASS: FIVE

Week Ending:				Class size:	
Day:			D	Pate :	
Period :			L	esson:	
Strand : Nun	nber		Sub-strand	nd: Counting, Representation & Cardinality	
Indicator (co	ode)	B5.1.1.2.1	E	B5.1.1.2.2	
Content star	ndard (code)	B5.1.1.2.	E	B5.1.1.2.	
Performance	e Indicator	 Learners c 	an recognize	e roman Numerals system u	p to C (i.e. 100)
• Learners ca		_	d convert Hindu Arabic num		
Core Compe	tencies: Crea	tivity and Innovation	on Communi	cation and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkir	ng and Problem Sol	ving.		
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page	2		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incl	uding assess	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				

Monday	QUAH Sing songs		Review the lesson with
Wionday	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	Learners
		Assessment: have learners to practice with more examples	
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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NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: SCIENCE CLASS: FIVE

Week Ending:				Class size:		
Day:		Da	te:			
Davied .			las			
Period :			Les	son :		
Strand : CYC	LES	Sub-s	strand :	EARTH SCIENCE		
					•	
Indicator (co	ode)	B5.2.1.1.1				
Content star	ndard (code)	B5.2.1.1.				
Performance	Indicator	Learners can know how	day and	night are formed		
Core Compe	tencies: Crea	tivity and Innovation Cor	nmunica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving.			·	
1/			(
Keywords						
T I R (c)		Pictures				
	Science curr					
iter.	Science curi	iculaiii i age				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
		71				
Monday		• Accomble meterials su	ıch ac na	Justurana (plastia) halls	What have we learnt	
ivioriuay						
		•		_	today:	
				stand the terms,	Ask learners to	
		_		earth causes day and		
		-		cartificadoco day and		
	,		_	tion of day and night		
				, -		
		tac, and lamp without s		•		
Core Compe Leadership C Keywords T. L.R. (s) Ref:	Science curr Phase 1: Starter	Pictures riculum Page Phase 2: Main (new learning including) • Assemble materials surfootball, ice-cream stick • Learners are assisted rotation and axis using a surfootball, with the aid of a surfootball, with the aid of a surfootball, with the aid of a surfootball appropriate materials and a surfootball.	assessruch as poor to under a ball. on of the globe. emonstrations, e.g.	tion and Collaboration Per nent) Olystyrene (plastic) balls, pen and globe. Stand the terms, e earth causes day and otion of day and night, e globe of the earth, blu	Phase 3:	

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		Learners, in their groups, demonstrate the formation	
		of day and night using, polystyrene balls, ice-cream	
		stick, torch, pen and globe.	
		Assessment: let learners explain how day and night	
		come about	
Thursday	Engage	Learners explain how day and night come about and	What have we learnt
	learners to	draw diagrams to represent their work.	today?
	sing songs		Ask learners to
	and recite	Assessment: let learners draw diagrams to represent	summarize the

	rhymes			lesson
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important points of the

how day and night come about.

familiar

NANA FIIFI ACQUAH	
	 LESSON PLAN

SUBJECT: HISTORY CLASS: FIVE

Week Endin	g:			Class size:		
Day:		Dat	Date :			
Period :			Les	son :		
Strand · My	Country Ghar	na Suh-stra	nd·	The People Of Ghana		
Straina : iviy	country Ghar	343 3416		The reopic of diffulla		
Indicator (co	ode)	B5.2.1.1.2				
	ndard (code)	B5.2.1.1.				
Performance	e Indicator	Learners can describe som	e and	ient towns in Ghana.		
-		tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Keywords			<u></u>			
)			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing the brain					
	for	7)				
	learning)	•				
Tuesday	Engage	1. List some ancient towns	and	nlaces in Ghana (Regho	What have we learnt	
racsaay	learners to	Bono-Manso, Dawhenya, E			today?	
	sing songs	Daboya).		,,q =, = ag=,	today.	
	and recite	2. Locate some of these to	wns a	nd places on a map of	Ask learners to	
	familiar	Ghana.			summarize the main	
	rhymes				points in the lesson	
	,	Assessment: let learners lis	t son	ne ancient towns and		
	Which	places in Ghana				
	were the					

NANA FIIFI ACC	QUAH		
	ancient		
	towns in		
	Ghana?		
	Where		
	were they		
	located?		
Thursday	Engage learners to sing songs and recite familiar rhymes Which were the ancient towns in Ghana? Where were they located? Who founded them?	Locate some of these towns and places on a map of Ghana. Use the internet to learn about these places and share in class Assessment: let learners locate some of these towns and places on a map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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vected by	 3.8.14.4.	Date :

NANA FIIFI ACQUAH		
	•	LESSON PLAI

SUBJECT: OUR WORLD OUR PEOPLE CLASS: FIVE

Week Endin	g:			Class size:	
Day:		Dat	e:		
Period :			Les	son:	
Strand: ALL	AROUT US	Sub-strar	74 · 1	My Family and the Comm	unity
Straila : ALL	ABOOT 03	Sub Strai		by raining and the comm	antey
Indicator (co	ode)	B5.1.3.1.1.			
Content star	ndard (code)	B5.1.3.1.			
Performance	e Indicator	Learners can explain the ne	ed t	o be a committed memb	er of the family
Core Compe	tencies: Crea	l tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and
_		ng and Problem Solving.			·
1/)	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Our World (Our People curriculum Page			
iten.	Cai Worla	our reopie curriculum rugi	_		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain	71			
	for				
	learning)				
Tuesday	Engage	Learners mention behaviou			What have we learnt
	learners to	be a committed family men		· .	today?
	sing songs	family activities, obedience		• *	
	and recite	respect for family members	•	,	Ask learners to
	familiar	(performing assigned duties	•		summarize the main
	rhymes	needy relatives, be present	at fa	mily meetings, respond	points in the lesson
		to family needs, etc.	٠ اــ	ha a ann - 111 - 115 - 11	
		Learners talk about the nee		•	
		member e.g. to promote un	iity, t	o gain respect, to bring	

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

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committed member of the family

rhymes

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	·	LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: FIVE

Week Endin	g:			Class size:		
Day:			Dat	e :		
Period:			Les	son :		
Strand : MO	TOR SKILL AND	MOVEMENT	Sub-strand:	MANIPULATIVE SKILLS		
PATTERNS					<u> </u>	
Indicator (co	ode)	B5.1.2.1.2			-	
Content star	ndard (code)	B5.1.2.1.		$\mathcal{O}_{\mathcal{K}}$		
Performanc	e Indicator	Learners can per	form simple si	mall-group balance stun	ts by distributing weight	
		and base of suppo				
Leadership (vity and Innovation g and Problem Solv		ion and Collaboration Pe	rsonal Development and	
Keywords						
T. L .R. (s)		Cones				
Ref:	PE curriculum	n Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assessn	nent)	Plenary / Reflections	
	(preparing	191				
	the brain	//				
	for learning)					
Friday	Learners jog		_	d on to another person.	What have we learnt	
	round a	•		ssible and distribute	today?	
	demarcated	body weight on to	•	•		
	area in files			inners based on how	Use answers to	
	while singing			roup loses a balance.	summarise the lesson.	
	and clapping	End the lesson wi				
	to warm-up	questions to sum	marise the less	son		
	the body for					
	maximal					
	performance					
	and to					

injuries prevent	
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		LESSON PLA

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: FIVE

Week Ending:				Class size:		
Day:			Da	te:		
Period :			Les	son :		
Strand : God	, His Creation	and Attributes Sub-st	and:	God the Creator		
Indicator (co	ode)	B5.1.1.1.2:				
Content star	ndard (code)	B5.1.1.1.			V	
Performance	e Indicator	Learners can state how the	iey cai	n use their God-given uni	que qualities	
=		tivity and Innovation Coming and Problem Solving.	nunica	tion and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures),		
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for	C)				
Fuida.	learning)		:	diaaa ba tha	M/hat have we learnt	
Friday	Engage	• Let learners, in pairs or can use their God-given u	_	•	What have we learnt	
	learners to		•	quanties.	today?	
	sing songs	- Serve God and humanki	•	conmont	Ask learners to	
and recite - Protect and preserve the familiar - Live together in harmony.			onment,	summarize the main		
	rhymes	Live together in harmony,Contribute to development, etc.			points in the lesson	
	Tilyllies	•			points in the lesson	
Let learners present their discussion in class		ii woi	k for appreciation and			
		discussion in Class				
		Assessment: let learners	state h	ow they can use their		
		God-given unique qualitie	es			

team. May Allah/God bless you

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		LESSON PLAN

SUBJECT: COMPUTING CLASS: FIVE

Week Ending:				Class size:		
Day:			Dat	e:		
Period :			Les	son :		
Strand: INT	RODUCTION 1	TO COMPUTING Sub-strai	nd : 1	ECHNOLOGY IN THE COM	MMUNITY	
Indicator (co	ode)	B5.1.4.1.1 B5.1.4	1.1.2			
Content star	ndard (code)	B5.1.4.1. B5.1	4.1.		V	
Performance	e Indicator	Learners can list the	effe	cts of technology on the	community.	
		 Learners can expla 	in th	ne fundamentals of dig	ital system components	
		(hardware, software	and	networks).		
Core Compe	tencies: Crea	tivity and Innovation Commu	ınica	tion and Collaboration Pe	ersonal Development and	
	Critical Thinkir	ng and Problem Solving.				
Keywords				P		
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to investigat		e types and importance	What have we learnt	
	learners to	of compression of documer			today?	
Wednesday	sing songs	Positive effects – health car				
	and recite	manufacturing, agriculture	etc.		Ask learners to	
	familiar	Negative effects – resource	depl	etion ,pollution, privacy	summarize the main	
	rhymes	and security etc.	points in the lesson			
		Guide learners to brainstor	n the	e basics of digital		
		system components such as	har	dware, software and		
		networks).				
		Assessment: Let learners e	xplai	n the fundamentals of		
		digital system components				

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	•	LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: FIVE

Week Endin	g:			Class size:		
Day:			C	ate:		
Period :			L	esson :		
Strand : Perf	orming Arts	Su	ıb-strand	: Planning, Making and Co	mposing	
Indicator (co	ode)	B5 2.2.2.1			V	
Content star	ndard (code)	B5 2.2.2.				
Performance	e Indicator	Learners can Exper	iment wi	th available relevant pe	rforming arts media and	
		techniques to create	own per	forming artworks that refl	ect the history and culture	
		of the people of Afric	ca			
Core Compe	tencies: Crea	tivity and Innovation (Communi	cation and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solvin	ng.	P		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
DAT	Starter	(new learning includi	ing accor	smont)	Plenary / Reflections	
	(preparing	(new learning includi	iiig asses	sinent)	rienary / Kenections	
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	② explore the local e	nvironme	nt to select available	today?	
	sing songs	instruments, equipm	nent, sour	ds, melody, rhythms,		
	and recite	movement patterns	that are g	ood for	Ask learners to	
	familiar	composing/arranging	g and per	forming music, dance,	summarize the main	
	rhymes	drama, poems, appe	ellations, e	tc.;	points in the lesson	
		② experiment with th	ne availab	le instruments,		
		equipment, sounds,	moveme	nt patterns, melody, etc.		
		to perform some of t	the comp	ositions of the Ghanaian		

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		artists studied that reflect the history and culture of the	
		people of Africa;	
		② discuss and share their experiences through peer	
		review	
		Assessment: let learners create own performing	
		artworks that reflect the history and culture of the	
		people of Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	② explore the local environment to select available	today?
	sing songs	instruments, equipment, sounds, melody, rhythms,	
	and recite	movement patterns that are good for	Ask learners to
	familiar	composing/arranging and performing music, dance,	summarize the main
	rhymes	drama, poems, appellations, etc.;	points in the lesson
		② 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;	
		discuss and share their experiences through peer	
		review	
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Assessment: let learners create own performing artworks that reflect the history and culture of the

people of Africa

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	 LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: FIVE

Week Ending:				Class size:		
Day:				Date :		
Period :				Lesson :		
					~	
Strand : Rea	ding		Sub-strand			
				etter Sound Knowledge		
		I	1	y (Sight and content vocabul	ary)	
Indicator (co			5.2.5.1.1			
	ndard (code)		5.2.5.1.			
Performance	e Indicator			gnise and say consonant clus	sters in words found in	
		paragraph				
			should read paragraphs of passages aloud with correct ation and tone.			
Core Compe	t encies: Crea	·	on Communication and Collaboration Personal Development and			
		ng and Problem So		neation and conaboration re	ersonal Development and	
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	essment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)	_				
	Engage		ention some	words and write the words	What have we learnt	
	leaners to	on the board.			today?	
	sing songs			oard and bring out the		
and recite		sound combination differences.				

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	familiar	Write out the consonant clusters found in the words	
	rhymes	on the board and read them aloud.	
		• Let learners recognise words that contain consonant	Review the lesson with
		clusters in a given paragraph.	learners
		• Let learners use the consonant clusters found to form	
		new words	
		Assessment: let learners say consonant clusters in	
		words found in paragraphs	
	Engage	Write some sentences on flashcards and show them	What have we learnt
	leaners to	to learners.	today?
	sing songs	Ask some of the learners to say the words and then	
	and recite	read the sentences in full.	
	familiar rhymes	• In groups, guide learners to read sentences aloud with	
		correct pronunciation and tone.	
		Give a paragraph of a passage and allow learners to	Review the lesson with
		read in turns.	learners
		With sentences card and learners in groups, help	
		learners to read paragraphs aloud with correct	
		pronunciation and tone.	
		Give passages of about three paragraphs, and let	
		learners read in their groups.	
		Call leaders of the groups to read the whole passage	
		to the class.	
		Assessment: let learners read paragraphs of passages	
		aloud with correct pronunciation and tone.	
	Engage	Write some sentences on flashcards and show them	What have we learnt
	leaners to	to learners.	today?
	sing songs	• Ask some of the learners to say the words and then	
	and recite familiar rhymes	read the sentences in full.	
		• In groups, guide learners to read sentences aloud with	
		correct pronunciation and tone.	
		Give a paragraph of a passage and allow learners to	Review the lesson with
		read in turns.	learners
		With sentences card and learners in groups, help	
		learners to read paragraphs aloud with correct	
		pronunciation and tone.	
		Give passages of about three paragraphs, and let	
		learners read in their groups.	
L			

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		Call leaders of the groups to read the whole passage	
		to the class.	
		Assessment: let learners read paragraphs of passages aloud with correct pronunciation and tone.	

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