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

WHATSAPP 0245350591

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

ANATHER

GENERAL INFORMATION

Name of school
District
Management Unit
Name of Class Teacher
Class Teachers Reg. No
Class
Boys
Girls
Average age of pupils

YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting		
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
2	Songs	Songs	Poems
	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and	Penmanship and Handwriting	Paragraph Development
	Handwriting	C^{-}	
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
3	Poems	Poems	Dramatisation and Role Play
	Word Families	Word Families	Comprehension
	Determiners	Determiners	Determiners
	Paragraph Development	Paragraph Development	Writing as a Process
	Using Punctuation	Using Action Words	Using Action Words
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
4	Story Telling	Story Telling	Conversation
	Diphthongs	Blends and Consonant Clusters	Comprehension
	Determiners	Verbs	Verbs
	Paragraph Development	Paragraph Development	Writing as a Process

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

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

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

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COMPUTING

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

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

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

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OWOP

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

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MATHS

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

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RME

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

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

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MARHIN

HISTORY

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

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YEARLY SCHEME OF LEARNING

CREATIVE ARTS

nd Exploring Ideas
s)
nd Exploring Ideas
ng Arts)
Making and
g (Performing Arts)
and Sharing
ng Arts)
and Sharing (Visual
ng and Appraising
ng Arts)
ng and Appraising
s)
nd Exploring Ideas
ng Arts)
Making and
g (Visual and
g Arts)
and Sharing (Visual
g Arts)

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

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GHANAIAN LANGUAGE

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

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

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MARTIN

PHYSICAL EDUCATION

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

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B5 Term 3 MATHEMATICS

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

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

NANA F	IIFI ACQUAH		Posters,
			documentary

WANAFIELACOUNTSCHOOL

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

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

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

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

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

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

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

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
4	Decalling	Company to a site of			
1	Reading	Comprehension	B5.2.7.2.	B5.2.7.2.3	Word cards
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.2	sentence
	Usage At				cards, class
	Word		DE 4424		library
	Writing	Descriptive Writing	B5.4.12.1	B5.4.12.1.1	_
	Using Writing	Using Adverbs	B5.5.6.1.	B5.5.6.1.1.	
	Conventions				
	Extensive	Building The Love And	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Culture Of Reading			
2	Oral Language	Asking and Answering	B5.1.8.2.	B5.1.8.2.1	Word cards
		Questions	B5.1.9.1.	B5.1.9.1.1	sentence
	Reading	Comprehension	B5.2.7.3.	B5.2.7.3.1	cards, class
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.3	library
	Usage At		\sim		
	Word				_
	Writing	Persuasive/Argumentative	B5.4.13.1.	B5.4.13.1.1	
		Writing			_
	Using Writing	Using Adverbs	B5.5.6.1.	B5.5.6.1.1.	
	Conventions				_
	Extensive	Building The Love And	B5.6.1.1.	B5.6.1.1.1.	
	Reading	Culture Of Reading			
3	Oral Language	Giving and Following	B5.1.9.1.	B5.1.9.1.2	Word cards
		Commands/	B5.1.10.1.	B5.1.10.1.1	sentence
	<pre></pre>	Instructions/Directions			cards, class
		and Making and			library
		Responding to Requests			
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.1	
	Grammar	Verbs	B5.3.5.1.	B5.3.5.1.4	
	Usage At				
	Word				
	Writing	Persuasive/Argumentative	B5.4.13.2.	B5.4.13.2.2	
		Writing			
	Using Writing	Using Simple Prepositions	B5.5.7.1.	B5.5.7.1.1	
	Conventions				
	Extensive	Building The Love And	B5.6.1.1.	B5.6.1.1.1.	7
	Reading	Culture Of Reading			
4	Oral Language	Presentation	B5.1.10.1.	B5.1.10.1.2.	Word cards
	0		B5.1.10.1.	B5.1.10.1.3	
	Reading	Silent Reading	B5.2.8.1.	B5.2.8.1.2	-

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

8	Oral Language	Presentation	B5.1.10.3.	B5.1.10.3.3	Word cards sentence
	Reading	Summarising	B5.2.10.1.	B5.2.10.1.1	cards, class
	Grammar Usage At Word	Idiomatic Expressions	B5.3.7.1.	B5.3.7.1.1	library
	Writing	Letter Writing	B5.4.15.1.	B5.4.15.1.1	
	Using Writing Conventions	Using Simple, Compound and Complex Sentences	B5.5.9.1.	B5.5.9.1.1.	_
	Extensive Reading	Building The Love And Culture Of Reading	B5.6.1.1.	B5.6.1.1.1.	
1	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards
	Grammar Usage At	Nouns	B6.3.1.1.	B6.3.1.1.1	sentence cards, class
	Word			2	library
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1.	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1	B6.6.1.1.1.	
	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.1	_
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	sentence cards, class library
2	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	
	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	Word cards
	Grammar Usage At	Determiners	B6. 3.2.1	B6. 3.2.1.1.	sentence cards, class
	Word				library
3	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
	Using Writing Conventions	Using Punctuation	B6.5.2.1	B6.5.2.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1	B6.6.1.1.1.	
	Oral Language	Story Telling	B6.1.4.1.	B6.1.4.1.1	

	Reading	Diphthongs	B6.2.3.1	B6.2.3.1.1.	Word cards
	Grammar	Determiners	B6. 3.2.1.	B6. 3.2.1.2	sentence
	Usage At				cards, class
	Word				library
4	Writing	Paragraph Development	B6.4.6.1.	B6.4.6.1.1	
4	Using Writing	Using Punctuation	B6.5.2.1	B6.5.2.1.1.	
	Conventions				
	Extensive	Building the Love and	B6.6.1.1.	B6.6.1.1.1.	
	Reading	Culture of Reading			
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	

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

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

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

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WANAFIELACOUALSCHOOL

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

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

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3	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.1	Drums, Clappers, Video and Pictures Video and Pictures
4	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.2	Balls, Pictures and Video

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MARINA

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

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Visual arts	Thinking and exploring (Visual Arts)	B5.1.1.1	B5.1.1.1.5	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring (Performing Arts)	B5.2.1.1	B5.2.1.1.5	-do-
3	Visual arts	Planning, Making and Composing (Visual Arts)	B5.1.2.2	B5.1.2.2.3	-do-
4	Performing arts	Planning, Making and Composing (Performing Arts)	B5.2.2.2	B5.2.2.3	-do-
5	Visual arts	Displaying and sharing (Visual Arts)	B5.1.3.4	B5.1.3.4.3	-do-
6	Performing arts	Display and Sharing (Performing Arts)	B5.2.3.4	B5.2.3.4.3	-do-
7	Visual arts	Appreciating and Appraising (Visual Arts)	B5.1,4.6.	B5.1.4.6.3	-do-
8	Performing arts	Appreciating and Appraising (Performing Arts)	B5.2.4.6	B5.2.4.6.3	-do-
1	Visual arts	Thinking and exploring (Visual Arts)	B6 1.1.1.	B6 1.1.1.1	photos, videos, art paper, colours, and traditional art tools, materials and equipment available in the community
2	Performing arts	Thinking and exploring	B6 2.1.1.	B6 2.1.1.1	-do-
3	Visual arts	Thinking and Exploring Ideas	B6 1.2.2.	B6 1.2.2.1	-do-
4	Performing arts	Planning, Making and Composing	B6 2.2.2.	B6 2.2.2.1	-do-

KEY

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

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TERMLY SCHEME OF LEARNING

Scheme of Learning for B5 Term 3

(Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	Giving and Following Commands/ Instructions	B5.1.9.1. B5.1.10.1. B5.1.10.1.	B5.1.9.1.2 B5.1.10.1.1 B5.1.10.1.2	Drums, drum sticks, recorded audios, Manila
2.	Oral Language	Giving and Following Commands/ Instructions	B5.1.11.1 B5.1.11.1. B5.1.11.1.	B5.1.11.1.1 B5.1.11.1.2 B5.1.11.1.3	cards, recorded audio visuals
3.	Reading	Fluency	B5.2.8.1. B5.2.8 .1.	B5.2.8.1.1 B5.2.8 .1. 2	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	Summarising	B5.2.9.1. B5.2.9.1.	B5.2.9.1.1 B5.2.9.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/ Handwriting	B5.3.1.1.	B5.3.1.1.5	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Literary Writing	B5.4.6.1. B5.4.7.1. B5.4.7.1.	B5.4.6.1.2 B5.4.7.1.1 B5.4.7.1.2	Manila Cards, Class reader
7.	Composition Writing	Letter Writing	B5.4.7.1. B5.4.8.1. B5.4.8.1.	B5.4.7.1.3 B5.4.8.1.1 B5.4.8.1.2	Manila Cards, Markers
8.	Composition Writing	Letter Writing	B5.4.8.1.	B5.4.8.1.3	Word cards, Manila card Markers Word cards Manila card Markers
1	Oral Language	SONGS Poems	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Drums, drum sticks, recorded audios, Manila cards, recorded audio visuals

2.	Oral	Poems	B6.1.3.1.	B6.1.3.1.1	
۷.		roems	D0.1.5.1.	00.1.3.1.1	
	Language		56444		
		Listening and Story	B6.1.4.1.	B6.1.4.1.1	
		Telling	B6.1.4.1.	B6.1.4.1.2	
		Dramatisation and	B6.1.5.1.	B6.1.5.1.1	
		Role Play	B6.1.5.1.	B6.1.5.1.2	
3.	Reading	Phonics: Letter Sound	B6.2.4.1.	B6.2.4.1.1	Pictures of animals,
		Knowledge	B6.2.4.1.	B6.2.4.1.2	Manila cards, markers,
			B6.2.4.1.	B6.2.4.1.3	recorded audiovisual
4.	Reading	vocabulary (Sight and	B6.2.5.1	B6.2.5.1.1.	Manila cards, markers,
	Reduing	content vocabulary)	B6.2.5.1.	B6.2.5.1.2	
			DU.Z.J.I.	D0.2.3.1.2	recorded audio-
					visual
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Signature: Date :

TERM THREE BASIC FIVE WEEK 1

ANAFITHAOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending:			Class size:		
Day :		Da	ate :		
Period :		Les	esson :		
Strand :	Sub-	strand :			
A. Reading		A. Comp	prehension		
B. Grammar Usage At	Word E	3. Verbs	/erbs		
C. Writing		C. Descr	Descriptive Writing		
D. Using Writing Conve	entions I	D. Using	Jsing Adverbs		
E. Extensive Reading		E. Buildi	ing The Love And Culture Of Rea ding		
Indicator (code)	B5.2.7.2.3 B5.3.5.1.2	B5.4.1	12.1.1 B5.5.6.1.1. B5.6.1.1.1.		
Content standard (code)	B5.2.7.2. B5.3.5.1.	B5.4.	.12.1. B5.5.6.1. B5.6.1.1.		
Performance Indicator	introduction, be B. Learners can u Helping verb (p C. Learners can us language to des D. Learners can us E. Learners can re at least a-three vity and Innovation Co	ody, cond ise differ rimary au se descri scribe pla se adverb ead a vari -paragra	trate awareness of the structure of texts (e.g. clusion) rent types of verbs in sentences: – Main verb – nuxiliary and modal auxiliary Learners can iptive words/expressions/sound devices/ figurative aces, personal experiences and events. bs to express manner iety of age- and level appropriate books and present aph summary of each book read ration and Collaboration Personal Development and		
Keywords					

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

		Assessment: let learners use descriptive words/ expressions/sound devices / figurative language to describe places, personal experiences and events.	
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION AND GRAMMAR USAGE Revise verbs and adverbs of place, time and manner. Provide a passage with adverbs of manner. Have learners identify the adverbs and their function s – modifying verbs. E.g. Mercy ate slowly. Assessment: let learners use adverbs to express manner	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	 <u>E.EXTENSIVE READING</u> Have learners read independently books of their choice during the library period. Learners think-pair-share their stories with peers. Ask each learner to write a-two-three paragraph summary of the book read. Invite individuals to present their work to the class for feedback. Personal Assessment: let learners read a variety of age- and level appropriate books and present at least a-three-paragraph summary of each book read 	Have learners to tell what they read to the whole class
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Guide learners with questions to identify the main parts of a story, e.g. introduction, body and conclusion. Have learners use connectives to summarise each part of the text and use these to make a full summary. Assessment: let learners describe the structure of texts 	What have we learnt today? Ask learners to summarize the main points in the lesson

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Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:					Class size:	
Day :			Dat	:e :		
Period :			Lesson :			
Strand : ALG	EBRA		Sub-stran	nd : Variables and Equations		
Indicator (co	ode)	B5.2.3.1. B5.2.3	в.1.2 В5	5.2.3.1.3		
Content star	ndard (code)	B5.2.3. B5.2.3.	.1. B5.	5.2.3.1.		
is represented by a • Learners can ident with an equation symbolically.			nted by a le can identif equation; lly.	etter y th and	r to variable. e unknown in a problen	ation where the unknown n; represent the problem concretely, pictorially or
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Sol	ving.			
Keywords						
T. L.R. (s) Counters						
Ref:	Mathematio	ics curriculum Page				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections

NANA FIIFI ACO	for					
	learning)					
Tuesday	Sing songs	E.g.1. Ask learn	Review the lesson with			
	like:	i. The cost	of two pens is	twenty ¢1	5. If one costs	Learners
		€5.50, what is th				
	l'm	ii. The prod	luct of two nur	nbers is 12	0. If one of the	
	counting	numbers is 24, v	vhat is the oth	er number	?	
	one, what					
	is one	E.g.2. Ask learn	ers to read Am	a's probler	n below,	
	1 - One is	complete the ta	ble and solve t	he problen	า	
	one alone,				\sim	\sim
	alone it		-		\sim	
	shall be.	Days (d)	Days	1	2	
	2 - Two	Height (<i>h</i>)	Height	5cm	7cm	
	pair, two			, C	<u> </u>	
	pair come	Ama is tracking				
	pair let us	Today the plant				
	pair	(i) Write a r				
	3 - Turn	the height of the the height of the				
	around	(iii) How mai				
	4 - Follow	75cm?				
	me					
	5 - Fire	Assessment: hav				
		examples				
	Sing songs	17				Review the lesson with
Wednesday	like:	E.g.1. Ask learn	Learners			
		i. The cost				
	l'm	ø5.50, what is th ii. The proc				
	counting	numbers is 24, v				
	one, what					
	is one	E.g.2. Ask learn				
	1 - One is	complete the ta	ble and solve t	he problen	า	
	one alone,				1	
	alone it	Days (d)	Days	1	2	
	shall be.	Height (<i>h</i>)	Height	5cm	7cm	
	2 - Two					
	pair, two	Ama is tracking		•	-	
		Today the plant				

	pair come pair let us	 (i) Write a mathematical sentence that represents the height of the plant after <i>d</i> days; (ii) What will the height of the plant be after 20 days? (iii) How many days will the height take to reach 75cm? Assessment: have learners to practice with more examples 	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two	E.g.1 Learners use concrete materials, such as blocks or counters and the balance scales, to find the value of p in the following equations. If necessary, model the use of guess and test as one strategy. By observing patterns in their results, students become more systematic in the guesses they make 1. $3 + p = 11$ 5. $p + 5 = 17$ 2. $14 - p = 8$ 24 = p + 9 3. $p - 9 = 16$ 4. 7. $3p = 12$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come	Ask students to describe two different stories that the equation 5 + k = 9 could represent E.g.2. Ask learners to solve puzzle in the figure, by solving the equations in each line $\begin{array}{c} \hline \hline$	Review the lesson with Learners

NANA FI	NANA FIIFI ACQUAH							
	pair let us							
	pair							

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Signature: Date :

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SUBJECT: COMPUTING

CLASS:	
CLASS:	FIVE

Week Ending:			Class size:			
Day :			Dat	Date :		
Period :			Les	son :		
Strand : INT	ERNET AND S	OCIAL MEDIA Sub-stra	nd : ۱	JSING ONLINE FORMS		
Indicator (co	-		.6.5.			
	ndard (code)		.6.5.			
Performance	e Indicator			d describe forms in a web	page	
				te working on or offline		
			nstra	te downloading of files	(e.g. pictures, audio, pdf	
		etc.).				
-		tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and	
Leadership C	ritical ininkli	ng and Problem Solving.		\sim		
Keywords						
T. L .R. (s)		Computing curriculum Pag	ge			
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)	Guida laarnars ta fill aut dr	ondo	we have combe hav	What have we learnt	
Wednesday	Engage	Guide learners to fill out dropdown bo Text fields etc		will boxes, collibo box,	today?	
weathesday	sing songs	Guide learners to register or fill out onli		out online forms as well		
	and recite	as offline through practical			Ask learners to	
	familiar guided to create PDF or Wo				summarize the main	
	rhymes	out forms offline			points in the lesson	
	,	Guide learners to download	l a fi	e through practical		
	session(s			0		
		Assessment: let learners de	scrib	e downloading of files		
Vetted by :		Si	anati	ıre:	Date :	

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:				Class size:			
Day :			1	Dat	2:		
Period :				Less	on :		
Strand : Visu	ial Arts	Sub	-strand	1:T	hinking and Exploring Id	eas	
Indicator (co		B5.2.1.1.5					
Indicator (co	-						
Performance	ndard (code)	B5.2.1.1.	o. o. et e	.	of Changing and other	African viewal artists that	
Performance	e indicator				or Ghanalan and other	African visual artists that	
Corro Corroro	tonsion Cros	reflect topical issues in			ion and Callaboration D	averal Development and	
-		ng and Problem Solving.		ncat	ion and Collaboration P	ersonal Development and	
Leadership		ig and Froblem Solving.		\backslash)`		
Keywords			$(\)$	7			
T. L .R. (s)		Pictures					
Ref:	Creative Art	s curriculum					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including	g asses	ssm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Wednesday	Engage	Learners are to:				What have we learnt	
	learners to	Iselect works of Ghar	naian a	and	other African visual	today?	
	sing songs	artists that reflect curr	-	-			
	and recite	Africa (e.g. climate cha	ange, w	/ate	r and air pollution,	Ask learners to	
	familiar	slums, inclusion, divers	sity, int	tern	ational relations, green	summarize the main	
	rhymes	cross and highway cod	les);			points in the lesson	
		Pappreciate: through	showe	r th	oughts sessions discuss		
		the works of the select	ted Afr	icar	artists with focus on		

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

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Signature: Date :

SUBJECT: History

CLASS: FIVE

Week Ending:			Class size:				
Day :		Da	te :				
Period :		Les	sson :				
Strand : Journey to I	ndependence	Sub-strand :	Early Protest Moveme	ents			
				J.			
Indicator (code)	B5.5.1.1.3		$\mathcal{Q}_{\mathcal{L}}$				
Content standard (c	ode) B5.5.1.1.						
Performance Indicat	tor Learners can e	examine sources o	f evidence about the r	ole of Joseph Ephraim Casely-			
	Hayford in the	e National Congre	ss of British West Afri	ca (NCBWA).			
Core Competencies:	Creativity and Inno	vation Communica	ation and Collaboratio	n Personal Development and			
Leadership Critical T	hinking and Problem	n Solving.	27				
Keywords							
T. L .R. (s)	Pictures	$\langle \rangle$					
Ref: History	y curriculum Page						
DAY Phase				Phase 3:			
Starter		including assessi	ment)	Plenary / Reflections			
(prepa the bra							
for							
learnin	a)						
Tuesday Engage		eph Ephraim Case	ly-Hayford from	What have we learnt			
learner				today?			
sing so			tary the bust of Josep				
and rec	-		ord Hall, UCC (where	Ask learners to			
familia	1						
rhyme	, ,			points in the lesson			
		et learners narrat	e the bust of Joseph				
14/1							
Who w	as Ephraim Case	phraim Casely-Hayford at Casford Hall, UCC					

	1		
	Ephraim		
	Casely-		
	Hayford?		
Thursday	Engage	Present a narrative of the leadership role of Joseph	What have we learnt
	learners to	Ephraim Casely-Hayford in the NCBWA	today?
	sing songs		
	and recite	Assessment: let learners mention the sources of	Ask learners to
	familiar	evidence about the role of Joseph Ephraim Casely-	summarize the main
	rhymes	Hayford in the National Congress of British West Africa	points in the lesson
		(NCBWA)	
	Who was		
	Joseph		
	Ephraim		~
	Casely-		
	Hayford?		
	Where was		
	he born?		

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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : FOF	CES AND ENE	RGY	Sub-strar	nd : E	LECTRICITY AND ELECTR	ONICS	
					\sim	•	
Indicator (co	ode)	B5.4.2.1.1					
Content star	ndard (code)	B5.4.2.1.					
Performance	e Indicator	Learners can ident	ify the co	тро	nents of an electric circu	it and their functions	
Core Compe	tencies: Crea	tivity and Innovatio	n Commu	inica	tion and Collaboration P	ersonal Development and	
Leadership (Critical Thinkir	ng and Problem Solv	ving.		K.		
Keywords							
Reywords							
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
		$\langle \rangle$					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding ass	essn	nent)	Plenary / Reflections	
	(preparing						
	the brain	JY .					
	for	2					
	learning)						
Thursday	Engage				comes into their minds	What have we learnt	
	learners to	when they hear th	e term, 'e	elect	ric circuit'	today?	
	sing songs	 Learners watch p 	pictures a	nd vi	deos of simple		
	and recite	electrical circuits and how they work. Ask learners to					
	familiar	 Learners, in grou 	ips, const	ruct	simple electric circuits	summarize the	
	rhymes	using connecting wire, dry cells and a bulb/LED to light important point					
		up the bulb.				lesson	
		 Assist learners to 	o identify	the o	components and their		
		uses.					

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

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	sso	on :	
Strand : PH	SICAL FITNES	S	Sub-strar	nd : E	ΕN	IDURANCE	
Indicator (co	ode)	B5.3.3.3.1	L				
Content sta	ndard (code)	B5.3.3.3.					
Performanc	e Indicator	Learners can perf	form two s	et of	f c	ontinuous push ups	
		tivity and Innovations of the second		inica	ati	on and Collaboration P	ersonal Development and
Keywords			ivilig.				
-							
T. L .R. (s)		cones					
Ref:	PE curriculu	im Page			1	$\langle \rangle$	
DAY	Phase 1:	Phase 2: Main			$\overline{\ }$		Phase 3:
	Starter	(new learning inc	luding ass	essn	ne	ent)	Plenary / Reflections
	(preparing						
	the brain		\sim				
	for						
	learning)						
Friday	Learners	-				ic warm ups, learners	End the lesson with cool
	jog round a					ners with their palms	down activities and use
	demarcate		•			xtend their arms to	questions to summarise
	d area in		•			arms again to move	the lesson
	files while					earners continue the	
	singing and	•				e on their ability in a	
	clapping to	set. Learners repe		ond	Se	et after rest and	
	warm-up	progress at their	own pace				
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
Vetted by :			Sig	natu	ur	e:	Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :				les	son :	
				LCJ		
Strand : The	Family and C	ommitment S	Sub-stran	n d : T	he Family and the Comn	nunity
					\sim	
Indicator (co	ode)	B5.4.1.1.1				
Content sta	ndard (code)	B5.4.1.1.				
Performanc	e Indicator	Learners can explai	n the nee	ed to	be a committed membe	er of the family
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Solvi			K.	
			C)	
Keywords)-		
()			<u>N</u>			
T. L .R. (s)		Pictures	<u> </u>			
Ref:	RME curricu	ilum Page	•			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	ding asso	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	Have learners ment				What have we learnt
	learners to				ed family member: -	today?
	sing songs		•		nbers eg. Periodic get-	
	and recite	0 11			nily projects eg. Taking	Ask learners to
	familiar				nily - Visitation (taking	summarize the main
	rhymes	time off to visit elde			, , ,	points in the lesson
				-	embers who lag behind	
			-		ies) - Helping to instil	
		discipline among yo	ounger fa	mily	members, etc.	

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

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Les	son :		
Strand : OUF	R NATION GH	ANA	Sub-stran	d : E	Being a Citizen	\checkmark	
Indicator (co	ode)	B5.4.1.3. 1.					
Content star	ndard (code)	B5.4.1.3.					
Performance	e Indicator	Learners can dem	onstrate h	ow	diversity can promote na	tional development	
-		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and	
Keywords			C				
T. L .R. (s)		Pictures					
Ref:	OWOP curri	culum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	nent)	Plenary / Reflections	
	(preparing						
	the brain	1					
	for	2					
Tuosday	learning)	Loornors doscribo	how other	ic di	versity can promote	What have we learnt	
Tuesday	Engage learners to						
	sing songs	national development e.g. promotion of tourism, sale of today? artefacts, inter-ethnic marriage					
	and recite			~BC		Ask learners to	
	familiar	Assessment: let le	earners des	scrib	e how ethnic diversity	summarize the main	
	rhymes	can promote natio				points in the lesson	

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

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MMAHIHAOUAHSCHOOL

SUBJECT: Ghanaian Language

CLASS: FIVE

Week Ending:				Class size:				
Day :				Dat	e :			
Period :				Les	son :			
						\checkmark		
Strand : Ora			Sub-stran	d · G	iving and Following Com	mands/Instructions		
	Lunguage		Sub Strain	u .c	in the true to the wing con			
Indicator (co	ode)	B5.1.9.1.2 B5.	.1.10.1.1	BS	5.1.10.1.2			
Content sta	ndard (code)	B5.1.9.1. B5.	1.10.1.	B	5.1.10.1.			
Performanc	e Indicator	• The learn	ner should e	xpla	in and use polar questio	n markers		
		• The learn	er should re	er should recognise landmarks in your area and other areas				
		• The learn	er should us	ould use landmarks to give directions.				
Core Compe	etencies: Crea	tivity and Innovati	on Commur	nica	tion and Collaboration Pe	ersonal Development and		
Leadership (Critical Thinkin	ng and Problem So	lving.					
			\sim					
Keywords								
T. L .R. (s)		Manila cards, ma	rkers, recor	ded	audios visual			
Ref:	Ghanaian La	anguage curriculu	ım					
		$\langle \rangle$						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	cluding asse	essm	ient)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
	Engage	Write some pol	•			What have we learnt		
leaners to • Ask learners to reco			-	•	•	today?		
	sing songs • Lead and recite		-	•	stion markers identified			
	familiar	-	•		eir conversations.			
	rhymes	 Ask learners to 	•	•	•			
• Write		Write some of	the polar qu					

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

Vetted by :	Signature:	Date :
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TERM THREE BASIC FIVE WEEK 2



SUBJECT: English Language

CLASS: FIVE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand :	Sub-stran	nd :			
A. Oral Language	A. As	sking and Answering Questions			
B. Reading	B. Co	omprehension			
C. Grammar Usage A	t Word C. Ve	erbs			
D. Writing	D. Pe	ersuasive/Argumentative Writing			
E. Using Writing Con	ventions E. Us	sing Adverbs			
F. Extensive Reading	F. B.	uilding The Love And Culture Of Reading			
Indicator (code)	(B5.1.8.2.1 B5.1.9.1.1) B5.	2.7.3.1 B5.3.5.1.3 B5.4.13.1.1 B5.5.6.1.1 B5.6.1.1.1			
Content standard (code)	(B5.1.8.2. B5.1.9.1.) B5.2	2.7.3. B5.3.5.1. B5.4.13.1. B5.5.6.1. B5.6.1.1.			
Performance Indicator	A. Learners can use pos	sitive tags, negative tags and auxiliaries in speech. Give			
	and respond to con	nmands, instructions; give and follow directions with			
	clear landmarks				
	B. Learners can use kn	owledge of prefixes and suffixes to read and interpret			
	unfamiliar words				
	C. Learners can use the simple present form of verbs to express:				
	Needs/preferences – Thoughts and ideas				
	D. Learners can write e	xplanations to support opinions			
	E. Learners can use adv	verbs to express manner			

		F. Learners can read a variety of age- and level appr	opriate books and presen				
		at least a-three-paragraph summary of each book read					
-		ativity and Innovation Communication and Collaboration P ng and Problem Solving.	ersonal Development and				
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas				
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Play a recorded dialogue containing positive tags or get two learners to engage in a dialogue prepared by the teacher containing positive tags. Learners listen and in pairs, use positive tags in dialogues. Do the same with negative tags. Go through the same procedure to get learners to use the tags in speech. (Explain that question tags are short questions that follow statements). Together with learners, discuss the formation of tags by listening to and practising using them in speech. e.g. The bad boys aren't in school today, are they? In a Question and Answer Drill, pairs of learners ask and answer questions round the class. 	What have we learnt today? Ask learners to summarize the main points in the lesson				

Assessment: let learners give and follow directions

• Revise affixes briefly and have learners identify them

What have we learnt

today?

with clear landmarks

B.READING

in words.

Tuesday

Engage

learners to

sing songs

IANA FIIFI ACC Wednesday	-	C.GRAMMAR	What have we learnt
	learners to	• Revise the simple present form of verbs: – For	today?
	sing songs	habitual actions; – For timeless and universal	
	and recite	statements; – For facts which may change or hold true	Ask learners to
	familiar	indefinitely; – For instantaneous present; – For	summarize the main
	rhymes	scheduled future actions.	points in the lesson
		 Introduce the simple present form of verbs in 	
		sentences to express needs/preferences, and	
		thoughts/ideas.	
		express needs/preferences	
		 I need new clothes. 	
		 I like playing football more than volleyball. 	
		thoughts/ideas	
		– I think you are right.	
		– Introduce these appropriately, one at a time and give	
		practice.	
		Assessment: let learners use the simple present form	
		of verbs to express: – Needs/preferences – Thoughts	
		and ideas	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	• Present a motion to learners. E.g. A teacher is	today?
	sing songs	more important than a doctor.	
	and recite	 Discuss the meaning and implication of the motion 	Ask learners to
	familiar	with pupils and invite them to take a stand either for or	summarize the main
	rhymes	against the motion.	points in the lesson
		 Put learners into two groups: for the motion and 	
		against the motion to write down what they think	
		about it.	
		 Groups read out their opinions to the class for 	
		discussion	
		Assessment: let learners write explanations to support opinions	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	• Pair up learners to write short paragraphs using	today?
	sing songs	adverbs of manner.	
	and recite	• Have pairs present their work to the class for	Ask learners to
	familiar	feedback	summarize the main
	rhymes		points in the lesson
		Assessment: let learners use adverbs to express	
		manner	

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.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	
		Signature:	
		CIIFI ACOUNTS	Date :
		FIFTACUAR	
		ANAFIERACUAR	
		FIFTACUAR	
		FIFTACUAR	
		FIFTACUAR	

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:				Class size:		
Day :				:e :		
Period :			Les	son :	~	
				,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Strand : GEC	OMETRY AND	MEASUREMENT Sub	o-strand : I	ines and Shapes		
Indicator (co		B5.3.1.1.1 B5.3.1.1.				
	ndard (code)	B5.3.1.1. B5.3.1.1.				
Performance	e Indicator			-	he properties (e.g. sides,	
				squares and rectangles		
		Learners can	use paper	folding with cut-out so	uares and rectangles to	
		investigate sid	es, angles,	and diagonals properties	5	
		• Learners can p	prove that	a polygon is regular by	measuring the sides and	
		angles or by fo	olding and	superimposing		
Core Compe	tencies: Crea	tivity and Innovation Co	ommunica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving				
Keywords						
T. L.R. (s) Counters						
Ref: Mathematics curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includir	ng assessn	nent)	Plenary / Reflections	
	(preparing the brain					

NANA FIIFI ACO	for				
	learning)				
Monday	Sing songs	E.g. 1 Give learners	Review the lesson with		
	like:	shapes to identify so	quares and rectang	les and give	Learners
		reasons. (Or Draw o	n the chalk board)		
	ľm	_			
	counting			7	
	one, what		$\neg \cap \Box$		
	is one				
	1 - One is		$\omega X C$		
	one alone,		$\Rightarrow \bigcirc \bigcirc$	> (
	alone it		, O ,		
	shall be.	Assessment: have le	arners to practice	with more	
	2	examples		with more	
		examples		5	
Tuesday	Sing songs	Give learners photo	copied worksheet	s with shapes t	o Review the lesson with
	like:	identify squares and			
		Draw on the chalk b	oard)		
	ľm		(\mathbf{r})		
	counting		$\supset \bigtriangleup$	\geq	
	one, what		\frown		
	is one				
	1 - One is	25			
	one alone,	$\equiv > <$	$\supset \langle$	>	
	alone it	12.	\bigcirc \checkmark		
	shall be.	Assessment: have le	earners to practice	with more	
	7	examples	·		
Wednesday		Give learners foldab			Review the lesson with
	like:	rectangles to invest	Learners		
		sides, angles, and di			
	l'm				
	counting				
	one, what	Properties	Rectangle	Square	
	is one 1 - One is	Sides			
		All sides are	No	Yes	
	one alone,	congruent			

NANA FIIFI AC	alone it shall be.	Diagonals bisect each other				
	2 - Two pair, two pair come	Diagonals are congruent				
	pair let us pair	Diagonals meet at right angles				
		Assessment: have examples	learners to pra	ctice with mor	e	
Thursday	Sing songs like:	Give learners folda rectangles, square rhombuses - to inv	es, trapezoids, p	arallelograms,	and	Review the lesson with Learners
	l'm counting	sides, angles, and	diagonals and c	omplete the ta	able	
	one, what is one	Assessment: have examples	learners to pra	ctice with more	е	
Friday	Sing songs like: I'm counting one, what	Give learners folda rectangles, square rhombuses - to inv sides, angles, and	es, trapezoids, p vestigate the pr	arallelograms, operties in terr	and ms of	Review the lesson with Learners
	is one 1 - One is	Properties	Rectangle	Square		
	one alone,	Sides				
	alone it shall be.	All sides are congruent	No	Yes		
	2 - Two pair, two	Opposite sides are congruent				
	pair come pair let us pair	Opposite sides are parallel				
		Assessment: have examples	learners to pra	ctice with mor	e	

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						<u></u>
Strand : FOF	CES AND ENE	RGY	Sub-stran	nd : F	ORCES AND MOVEMEN	JT
Indicator (co	ode)	B5.4.3.1.1				
Content sta	ndard (code)	B5.4.3.1.				
Performanc	e Indicator	Learners can expl	ain the ter	m, "	friction", its effects and	applications
Core Compe	toncios: Croa	tivity and Innovativ	on Commu	nica	tion and Collaboration	Personal Development and
-		ng and Problem Sol		inica		
•				$\overline{)}$)`	
Keywords			()-		
			N			
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page				
DAV	Dhasa 1.	Dhara 2: Main				Dhara 2
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections
	(preparing the brain					
	for	2				
	learning)					
Monday	Engage	Learners explain	why cars u	suall	y drive slowly on wet	What have we learnt
	learners to	roads. today?				today?
	sing songs	 Task them to explain what happens when one 				
	and recite	accidentally step into an oil spill on the floor.			Ask learners to	
	familiar	Ask learners the	ese questic	ons:		summarize the
	rhymes	What is friction?				important points of the
		What does it do?				lesson
	Review the	How does it work	?			
	previous	• Then discuss th	eir prior ki	now	edge of the topic.	

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

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SUBJECT: COMPUTING

CL	ASS:	FI	VE
CL	ASS:	FI	VE

Week Ending:				Class size:				
Day :			Da	Date :				
Period :			Le	Lesson :				
Strand : INTE	ERNET AND S	OCIAL MEDIA Sub-s	trand :	CUSTOMIZING YOUR BE	ROWSER			
Indicator (code) B5.6.6.1.1 B5.6.6.1.2 B			B5.6.6	.1.3				
Content star	ndard (code)	B5.6.6.1. B5.6.6.1. B5.6.6.1.						
Performance Indicator		Learners can demonstrate how to set default search engines						
		 Learners can show how to set homepages 						
		• Learners can show how to make Browser apps, add-ons, plug-ins, and						
		extensions.						
-		-	nmunica	ation and Collaboration	Personal Development and			
Leadership C	Critical Thinkir	ng and Problem Solving.		N				
Keywords								
Reywords								
T. L .R. (s)		Laptop						
		curriculum Page						
DAY	Phase 1:	Phase 2: Main Ph			Phase 3:			
	Starter	(new learning including	assessr	nent)	Plenary / Reflections			
	(preparing							
	the brain							
	for							
	learning)							
	Engage	Guide learners to set de	fault se	arch engines	What have we learnt			
Wednesday					today?			
sing songs		Guide learners to set homepages		A ale la arra ara ta				
	and recite familiar	Guide learners to make Browser apps, add-o		ranne add one nlug	Ask learners to summarize the main			
	rhymes			i apps, auu-oiis, piug-				
	ingines	ins, and extensions points in the lesson						
		Assessment: let learners show how to make Browser						
		apps, add-ons, plug-ins, and ex						
			5.1.5 GA					

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:				Class size:			
Day :			Date :				
Period :		1	Lesson :				
				<u>.</u> т	histing and Furlavian Id		
Strand : Performing Arts		3	Sub-strand : Thinking and Exploring Ideas				
Indicator (code) B5		B5. 2.1.1.5					
		B5. 2.1.1.5 B5. 2.1.1.					
Performance Indicator		Learners can study the compositions and performances of Ghanaian and other					
African performing artists that			•				
Core Compe	tencies: Crea	_				ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solvi	ng.	$\langle \rangle$	Y .		
				F			
Keywords							
T. L .R. (s) Ref:	Creative Art	Pictures					
Ner.		is curriculuit					
DAY	Phase 1:	Phase 2: Main Phase 3:					
	Starter	(new learning includ	ding asses	ssm	ent)	Plenary / Reflections	
	(preparing		U U				
	the brain						
	for						
	learning)						
Monday	Engage	Learners are to:				What have we learnt	
	learners to 🛛 🛛 select compositions and perform				today?		
	sing songs	Ghanaian and African performi			-		
	and recite current topical issues of mu					Ask learners to	
	familiar	climate change, wat				summarize the main	
	rhymes	inclusion, diversity,				points in the lesson	
			-		oughts session discuss		
		the compositions ar	nd perforr	mar	ces of the selected		

	20/11		
		African artists with focus on the type of art-forms,	
		theme/purpose, elements,	
		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Iselect compositions and performances of other	today?
	sing songs	Ghanaian and African performing artists that reflect	
	and recite	current topical issues of much concern in Africa (e.g.	Ask learners to
	familiar	climate change, water and air pollution, slums,	summarize the main
	rhymes	inclusion, diversity, international relations);	points in the lesson
		I appreciate: through shower thoughts session discuss	
		the compositions and performances of the selected	
		African artists with focus on the type of dynamics,	
		tempo, instruments, style, etc.	
		Assessment: let learners describe the compositions and	
		performances of Ghanaian and other African	
		performing artists that reflect topical issues in Africa	

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SUBJECT: HISTORY

CLASS: FIVE

Week End	ing:				Class size:	
Day :				Dat	e :	
Period :	Period :			Les	son :	
Strand : Jo	ourney to Indep	endence	Sub-stran	d : E	arly Protest Moveme	nts
)
Indicator (code)	B5.5.1.1.3	I			
Content st	andard (code)	B5.5.1.1.				
Performan	nce Indicator	Learners can exar	mine source	es of	evidence about the ro	le of Joseph Ephraim Casely-
		Hayford in the Na	ational Cong	gres	s of British West Africa	a (NCBWA).
Core Comp	petencies: Crea	tivity and Innovati	on Commu	nica	tion and Collaboration	Personal Development and
Leadership	o Critical Thinkii	ng and Problem So	lving.	$\langle \rangle$		
Keywords			\sim			
			K			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
						1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	2.				
	for					
Tarda	learning)	Description			ahta asha af laasah	
Tuesday	Engage				ship role of Joseph	What have we learnt
	learners to	Ephraim Casely-H	layford in tr	ne N	CBWA	today?
	sing songs					
	and recite	Assessment: let l			abauttha sele of	Ask learners to
	familiar				about the role of	summarize the main
	rhymes	Joseph Ephraim (points in the lesson
		Congress of Britis	sn West Afri	ica (NCRMA)	
	What was					
	his role in					

NANA FIIFI ACOUAH

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

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Signature: Date :

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : PHY	SICAL FITNES	S	Sub-stran	rand : FLEXIBILITY			
Indicator (co	ode)	B5.3.4.3.1:					
Content standard (code) B5.3.4.3.							
Performanc	e Indicator	Learners can per	form standi	ing k	pend and reach the knee	with the forehead	
-		-		nica	tion and Collaboration F	ersonal Development and	
Keywords		ng and Problem So 	iving.				
Reywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	im Page			\mathcal{N}		
DAY	Phase 1:	Phase 2: Main	Phase 2: Main				
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections	
	(preparing		())-			
	the brain		8				
	for						
E 1 1	learning)						
Friday	Learners		-		earners stand straight	End the lesson with cool	
	jog round a			-	eir sides tilt to one side	down activities and use	
	demarcate d area in				es the knees. Same e. Let them perform in	questions to summarise the lesson	
	files while				e other gives support.		
	singing and	pairs so that as o	ne periorn	is th	e other gives support.		
	clapping to						
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries						
Vetted by :			Sig	nati	ıre:	Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Endin	g:				Class size:	
Day :			0	Date :		
Period :	Period :				ion :	
Strand : The	Family and C	ommitment	Sub-strand	: T	he Family and the Comn	nunity
Indicator (co	ode)	B5.4.1.1.1				
Content sta	ndard (code)	B5.4.1.1.				
Performanc	e Indicator	Learners can expla	ain the need	d to	be a committed member	er of the family
Core Compe	tencies: Crea	tivity and Innovatio	on Communi	icat	ion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	ving.			
Keywords						
T. L.R. (s)Pictures				\mathbf{N}		
Ref:	RME curricu	ılum Page	\sim)	
DAY	Phase 1:	Phase 2: Main	N			Phase 3:
	Starter	(new learning incl	uding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)				form: lu alcatala contra d	What have we leavet
Friday	Engage learners to				family sketch centred ald have commitment	What have we learnt
	sing songs	as its theme	The sketch s	no	ulu nave commitment	today?
	and recite	as its theme				Ask learners to
	familiar	Assessment: let le	ornors ovol	lain	the need to be a	summarize the main
	rhymes	committed memb	•			points in the lesson
	ingines				y .	
		I				

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :	Day :			Dat	e :	
Period :				Les	son :	
Strand : OUR	R NATION GH	ANA	Sub-stran	ia : A	uthority and Power	\sim
Indicator (co	ode)	B5.4.2.1.1.				
Content star	ndard (code)	B5.4.2.1.				
Performance	e Indicator	Learners can reco	gnise pare	ents a	as source of discipline an	d character formation
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
-	ng and Problem Sol					
Keywords			1	F	~	
T. L .R. (s)		Pictures				
Ref: OWOP curriculum		culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essm	ient)	Plenary / Reflections
	(preparing	\sim				
	the brain	2				
	for					
	learning)					
Tuesday	Engage	Learners talk abo		d re	gulations they are	What have we learnt
	learners to	expected to follow				today?
	sing songs	Learners discuss why it is important to obey rules and				
	and recite	regulations at hor	me			Ask learners to
	familiar					summarize the main
	rhymes	Assessment: let le	earners			points in the lesson
		explain why it is i	mportant t	o ob	ey rules and	
		regulations at hor	me			

NANA FIIFI ACQUAH

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

Vetted by :....

Signature: Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Endin	ig:				Class size:	
Day :				Dat	e :	
Period :	Period :			Les	son :	
						\sim
Strand : Ora	l Language		Sub-stra	nd : (Giving and Following Com	nmands/ Instructions
	0.01					,
Indicator (co	ode)	B5.1.11.1.1	B5.1.11.1.2	B5.1	l.11.1.3	
Content sta	ndard (code)	B5.1.11.1.	B5.1.11.1.	B5.	1.11.1.	
Performanc	e Indicator	•	The learner	shou	Id discuss things that ma	ke the home unclean
		٠			d discuss the items used	
		•		_	d give reasons for cleani	
Core Competencies: Creativity and Innovation Leadership Critical Thinking and Problem Sol				unica	tion and Collaboration P	ersonal Development and
Leavership			Solving.			
Keywords			$\langle \rangle$			
T. L .R. (s)	-	, l				
Ref:	Ghanaian La	anguage curric	ulum			
						1.
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning	including as	sessn	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	• Display a pic	ture of a rub	bish d	dump and another	What have we learnt
leaners to picture of a neat		eat house.			today?	
	sing songs		talk about th	ne pic	tures in groups.	
	and recite	 Lead learner 	rs to recognis	e anc	I mention things that	
	familiar rhymes	make the hom	ne unclean.			
L If you find this	file helpful for	your work, kindl	y donate to th	e MT	N no. 0245350591 (Nana Fi	ifi Acquah) to support the

team. May Allah/God bless you

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

Vetted by :..... Date :

TERM THREE BASIC FIVE WEEK 3



SUBJECT: English Language

CLASS: FIVE

Week Ending:	Class size:
Day :	Date :
Period :	Lesson :
Strand :	Sub-strand :
A. Oral Language	A. Giving and Following Commands/Instructions/Directions
B. Reading	and Making and Responding to Requests
C. Grammar Usage At Word	B. Silent Reading
D. Writing	C. Verbs
E. Using Writing Conventions	D. Persuasive/Argumentative Writing
F. Extensive Reading	E. Using Simple Prepositions
	F. Building The Love And Culture Of Reading
Indicator (code) (B5.1.9.1.2 B5.1.1 Content standard (code) (B5.1.9.1. B5.1.1	0.1.1) B5.2.8.1.1 B5.3.5.1.4 B5.4.13.2.1 B5.5.7.1.1 B5.6.1.1.1 0.1.) B5.2.8.1. B5.3.5.1. B5.4.13.2. B5.5.7.1. B5.6.1.1.
	an make and respond to polite requests for help from familiar
	nonstrate awareness of the features of spoken language, e.g. use
	e markers – well, also, finally
	an infer meaning from level-appropriate texts
	an use the simple past form of verbs to express past needs,
	d feeling: Learners can
D. Learners ca	an introduce claims and support them with clear reasons and
evidence u	sing credible sources
E. Learners ca	an use prepositions to convey a variety of meanings

		F. Learners can read a variety of age- and level appropriate books and present					
		at least a-three-paragraph summary of each book read					
	-	tivity and Innovation Communication and Collaboration ng and Problem Solving.	Personal Development and				
Keyword	5						
T. L .R. (s))	Word cards, sentence cards, letter cards, handwriting o library.	n a manila card and a class				
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar	 A.ORAL LANGUAGE Revise how to make requests by giving examples. In a discussion, help learners to identify the need to use "please" when making simple requests. Through demonstration, guide learners to make polite requests 	What have we learnt today? Ask learners to summarize the main				

DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A.ORAL LANGUAGE	What have we learnt
	learners to	 Revise how to make requests by giving examples. 	today?
	sing songs	• In a discussion, help learners to identify the need to	
	and recite	use "please" when making simple requests. Through	Ask learners to
	familiar	demonstration, guide learners to make polite requests	summarize the main
	rhymes	in the classroom. e.g.	points in the lesson
		i. Please sir/madam, may I go out?	
		ii. Yes, you may.	
		• Invite learners to the front in pairs to dramatise/role-	
		play situations/scenes where they make requests and	
		respond to them. Provide and teach vocabulary and	
		expressions to guide them make requests and respond	
		to them	
		• Revise important features of spoken language such as	
		use of contractions and ellipsis.	
		 Help learners to use contractions and ellipsis in speech. E.g. 	
		1. Contraction:	
		i. Kofi cannot come today.	
		ii. Kofi can't come today.	
		n. Kon can t come today.	
		2. Ellipis:	
		A: When will you come? B: Tomorrow	
		Assessment: let learners use discourse markers	
		– well, also, finally, in sentences	

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

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

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Signature: Date :

SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:				Class size:	
Day :			Date :		
Period :			Lesson :		
Strand : GEC	OMETRY AND	MEASUREMENT Sub-stra	and : Measurement		
Indicator (co	ode)	B5.3.2.1.1 B5.3.2.1.2	1 B5.3.2.1.2 B5.3.2.1.3		
Content star	ndard (code)	B5.3.2.1. B5.3.2.1.	B.2.1. B5.3.2.1.		
Performance Indicator		 Learners can estimate perimeter using referents for centimetre and metr and calculate the actual perimeter and compare Learners can calculate perimeter of given shapes in centimetres ar metres. Learners can calculate surface area of given shapes in centimetres ar metres. 			pes in centimetres and
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematio	cs curriculum Page			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning including as	sessn	nent)	Phase 3: Plenary / Reflections

NANA FIIFI ACC	<u> JUAH</u>		1
	for		
	learning)		
Monday	Sing songs	Using pupils' referents for centimetre (hand span and	Review the lesson with
	like:	thumb width) or metre (two strides or pace steps) estimate and calculate perimeter of any object in the	Learners
	l'm	classroom (e.g. exercise book, floor tiles, math set,	
	counting	teacher's table, classroom floor, etc.) then measure with a ruler of tape and calculate the actual perimeter	
	one, what	and compare the answers.	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two		
	pair, two		
	pair come		
	pair let us		
	pair		
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners 2D shapes with given dimensions to find	Review the lesson with
	like:	the perimeter by adding the distance around the	Learners
		shapes	
	l'm		
	counting	2¢m	
	one, what	2cm	
	is one	5cm	
	1 - One is	3cm	
	one alone,		
	alone it	5cm	
	shall be.		
		Assessment: have learners to practice with more	
	Cinan	examples	
Wednesday		Give learners 2D shapes with given dimensions to find	Review the lesson with
	like:	the perimeter by adding the distance around the	Learners
	l'inc	shapes	
	l'm		
	counting		

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	one, what is one 1 - One is one alone, alone it shall be. 2	2cm 2cm 2cm 3cm 5cm 3cm 5cm 3cm 1scm 1scm 1scm 1scm	
Thursday	Sing songs like:	examples Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Give learners compound 2D shapes that can be spilt to many rectangles with given dimensions to find the surface area by adding areas of the various rectangles	Review the lesson with Learners
	alone it shall be. 2 - Two pair, two pair come pair let us pair	Assessment: have learners to practice with more examples	

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Signature: Date :

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : HUI	MANS AND TH	IF	Sub-strar	nd : F	PERSONAL HYGIENE AND	SANITATION
ENVIRONME					\sim	······
					0,	
Indicator (co	ode)	B5.5.1.1.1				
Content sta	ndard (code)	B5.5.1.1.			. 5	
Performanc	e Indicator	Learners can know	w why it is	imp	ortant to wash clothes re	egularly
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	lving.	\mathbf{P}		
Konwordo				<u> </u>		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science curi	riculum Page	ulum Page			
						-
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	nent)	Plenary / Reflections
	(preparing	7				
	the brain					
	for					
	learning)					
Monday	Engage	Engage learners	0 1		0	What have we learnt
	learners to		t items are needed to wash their		led to wash their	today?
	sing songs	clothes and unde				
	and recite			eas to the whole class.		Ask learners to
	familiar			items (soap, water, dirty summarize the		
	rhymes	•			othes and underwear	important points of the
		and demonstrate	how wash	hing is done. lesson		

NANA FIIFI ACQUAH

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		• Learners demonstrate how washing is done (a learner	
		from each group).	
		Assessment: let learners describe how washing is done	
Thursday	Engage	Engage learners to watch a video or pictures showing	Ask learners to
	learners to	other methods of washing clothes and underwear,	summarize the
	sing songs	important points of the	
	and recite	apart from the hands.In pairs, learners share ideas on what will happen if	lesson
	familiar	they don't wash their clothes and underwear regularly.	
	rhymes	• Guide learners to design personal roster for washing	
	,	their clothes, indicating the days and times which they	
		will use to wash their dirty clothes.	
		Assessment: let learners explain why it is important to	
		wash clothes regularly	
		HACON.	
		AP FII.	
	K	A Contraction of the second seco	

SUBJECT: COMPUTING

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : INT	ERNET AND S	OCIAL MEDIA Sub-strand : CUSTOMIZING YOUR BRO		OWSER		
Indicator (co	ode)	B5.6.6.1.4. B5.6.6	6.1.5 B5	.6.6.	1.6	
Content star	ndard (code)	B5.6.6.1. B5.6.	6.1. B	5.6.6	.1.	
Performance	e Indicator	Learners ca	an illustrat	te ho	ow to customise the brow	vser toolbar
		Learners ca	an identif	у со	okies in web browsers	
		Learners ca	an illustrat	te ho	ow to set disk space or ca	iche usage
		tivity and Innovations and Problem Solv		nica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page	R			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain for					
	-					
	learning) Engage	Eacilitato loarnors	to custor	nico -	the browser toolbar	What have we learnt
Wednesday		Facilitate learners to customise the browser toolbar			today?	
weathesday	sing songs	Aid learners to recognize cookies in web browsers				
	and recite		05.1120.00	onic		Ask learners to
	familiar	Guide learners to set disk space or cache usage.				summarize the main
	rhymes		•		U	points in the lesson
	,	Assessment: let le or cache usage	arners illu	stra	e how to set disk space	

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SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:				Class size:				
Day :				Date :				
Period :				Les	son :			
Strand : Vis	Strand : Visual Arts Sub-s			n d : P	lanning, Making And Co	mposing		
					\sim			
Indicator (code) B5 1.2.2.3								
Content standard (code) B5 1.2.2.								
Performanc	e Indicator	Learners can expe	eriment wi	th av	ailable relevant visual a	rts media and methods to		
		create own visual	artworks	that	reflect topical issues in A	Africa		
-				nica	tion and Collaboration P	ersonal Development and		
Leadership	Critical Thinkir	ng and Problem Sol	lving.	\mathcal{N})`			
Keywords			\sim	$ \rightarrow $				
,								
T. L .R. (s)		Pictures						
Ref:	Creative Art	s curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asso	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	Learners are to:		_		What have we learnt		
	learners to				to select available	today?		
	sing songs			-	d for making artworks;			
	and recite				illable materials and	Ask learners to		
	familiar	tools to create sir	-			summarize the main		
	rhymes			frica	using appropriate	points in the lesson		
		methods and skill	s e.g.					

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IANA FIIFI ACC		alou placticina popiar mâchá (popar pula) ata far	
		- 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; 	
		 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.	
		I discuss and share their experiences through jury and	
		peer review;	
		I use available materials in the environment to make	
		artworks similar to the works studied	
		Assessment: let learners experiment with available	
		relevant visual arts media and methods to create own	
		visual artworks that reflect topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	discuss and compare their artworks to the artworks	today?
	sing songs	studied	
	and recite		Ask learners to
	familiar	Assessment: let learners experiment with available	summarize the main
	rhymes	relevant visual arts media and methods to create own	points in the lesson
		visual artworks that reflect topical issues in Africa	

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SUBJECT: HISTORY

CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :	Period :			Lesson :		
Strand : Jo	ourney to Indep	endence	Sub-stran	d : Early Prote	st Movements	
					\sim	
Indicator	(code)	B5.5.1.1.4			$\overline{\mathcal{Q}}_{\mathcal{I}}$	
Content s	tandard (code)	B5.5.1.1.				
Performa	nce Indicator	Learners can exa	amine sour	ces of evidence	e about the	role of Dr Joseph Boakye
l I		Danquah in the G				
Core Com	petencies: Crea	tivity and Innovati	on Commu	nication and C	ollaboration P	ersonal Development and
Leadershi	p Critical Thinkiı	ng and Problem So	lving.	$\mathcal{D}_{\mathbf{k}}$		
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Present a narrati	ve of the ro	le of J.B. Danq	uah in the	What have we learnt
	learners to	Gold Coast Youth	Conferenc	æ.		today?
	sing songs					
	and recite	Assessment: let l	earners nar	arrate of the role of J.B. Youth Conference.	e of J.B.	Ask learners to
	familiar	Danquah in the G	Sold Coast N		nce.	summarize the main
	rhymes					points in the lesson
	Who was					
	Joseph					

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

Vetted by :..... Date :

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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : PHYS	SICAL FITNES	S	Sub-stran	d : E	ODY COMPOSITION		
Indicator (co	de)	B5.3.5.3.1:					
Content stan	dard (code)	B5.3.5.3.					
Performance	Indicator	Learners can iden	tify the cap	babi	ities of the various body	types.	
			<u> </u>				
		ivity and innovations of the solution of the s		nica	tion and Collaboration P	ersonal Development and	
Keywords			vilig.				
T. L .R. (s)		cones			~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
Ref:	PE curriculu	m Page			X		
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections	
	(preparing		()-			
	the brain		N				
	for						
	learning)						
,	Learners	There are three r	-		-	End the lesson with cool	
	jog round a		•		ctomorph: Lean and	down activities and use	
	demarcate		•		cles Endomorph : Big,	questions to summarise	
	d area in		•		nd high tendency to	the lesson	
	files while		•		esomorph: Muscular		
	singing and		h metaboli	ism	and responsive muscle		
	clapping to	cell.					
	warm-up						
	the body						
	for						
	maximal						
	performan						
	ce and to						
	prevent						
	injuries		c:		re:	Date :	

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending: Class size:							
		Dat	Date :				
		Les	son :				
Family and C	ommitment S	ub-strand :	he Family and the Com	imunity			
ode)	B5.4.1.1.2						
ndard (code)	B5.4.1.1.						
e Indicator	Learners can demo	onstrate thin	gs to do to show comn	nitment as members of the			
	family						
tencies: Crea	tivity and Innovation	Communica	tion and Collaboration	Personal Development and			
Critical Thinkir	ng and Problem Solvii	ng.					
	Distures						
D. 45							
RME curricu	ilum Page	\sim					
Dhaco 1:	Dhaco 2: Main	\sim		Phase 3:			
		ding accord	vent)	Plenary / Reflections			
		ang assessin	lent)	richary / Keneetions			
the brain							
for							
learning)							
Engage	Guide learners to sk	ketch a demo	nstration on the	What have we learnt			
learners to	following:			today?			
sing songs	- taking part in fam	ily programr	nes and activities,				
and recite	- contributing to and	d attending	veddings, funerals,	Ask learners to			
familiar	naming ceremonies	, etc.		summarize the main			
rhymes				points in the lesson			
	Assessment: let lear	rners mentio	on things to do to show				
	commitment as me	mbers of the	family				
	Family and C ode) ndard (code) e Indicator tencies: Crea Critical Thinkin RME curricu Phase 1: Starter (preparing the brain for learning) Engage learners to sing songs and recite familiar	Family and Commitment S ode) B5.4.1.1.2 odard (code) B5.4.1.1.2 tearners condemosition Code prictures Polocomers condemosition critical Thinking and Problem Solvi Polocomers Phase 1: Phase 2: Main Starter (new learning inclue) (preparing) Image Engage Guide learners to skillearners to skillearners to skillearners to following: sing songs - taking part in fam and recite - contributing to an familiar <th>Date Family and Commitment Sub-strand : T ode) B5.4.1.1.2 ndard (code) B5.4.1.1.2 ndard (code) B5.4.1.1. e Indicator Learners can demonstrate thing family tencies: Creativity and Innovation Communication Critical Thinking and Problem Solving. Pictures RME curriculum Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learners to Sing songs - taking part in family programm and recite - contributing to and attending w naming ceremonies, etc. rhymes Assessment: let learners mentice</th> <th>Date : Lesson : Family and Commitment Sub-strand : The Family and the Commodel B5.4.1.1.2 ndard (code) B5.4.1.1.2 ndard (code) B5.4.1.1. e Indicator Learners can demonstrate things to do to show commod family tencies: Creativity and Innovation Communication and Collaboration ritical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning) Guide learners to sketch a demonstration on the learners to following: sing songs - taking part in family programmes and activities, and recite and recite - contributing to and attending weddings, funerals, familiar</th>	Date Family and Commitment Sub-strand : T ode) B5.4.1.1.2 ndard (code) B5.4.1.1.2 ndard (code) B5.4.1.1. e Indicator Learners can demonstrate thing family tencies: Creativity and Innovation Communication Critical Thinking and Problem Solving. Pictures RME curriculum Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learners to Sing songs - taking part in family programm and recite - contributing to and attending w naming ceremonies, etc. rhymes Assessment: let learners mentice	Date : Lesson : Family and Commitment Sub-strand : The Family and the Commodel B5.4.1.1.2 ndard (code) B5.4.1.1.2 ndard (code) B5.4.1.1. e Indicator Learners can demonstrate things to do to show commod family tencies: Creativity and Innovation Communication and Collaboration ritical Thinking and Problem Solving. Pictures RME curriculum Page Phase 1: Phase 2: Main Starter (new learning including assessment) (preparing the brain for learning) Guide learners to sketch a demonstration on the learners to following: sing songs - taking part in family programmes and activities, and recite and recite - contributing to and attending weddings, funerals, familiar			

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Endin	g:			Class size:			
Day :	Day :			Date :			
Period :				Lesson :			
Strand : OUI	R NATION GH	ANA	Sub-strand	d : Authority and Power	\checkmark		
Indicator (code) B5.4.2.1.1.							
Content sta	ndard (code)	B5.4.2.1.					
Performanc	e Indicator	Learners can reco	ognise parer	nts as source of discipline an	d character formation		
-		•		nication and Collaboration P	ersonal Development and		
Leadership (Critical Thinkir	ng and Problem So	lving.	Sr			
Keywords							
T. L .R. (s)		Pictures					
Ref:	OWOP curri	iculum Page	culum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage			e behaviours as parents	What have we learnt		
	learners to	and children at h	ome.		today?		
	sing songs						
	and recite	Assessment: let le			Ask learners to		
	familiar	Identify responsil	ole behavio	urs of parents and children	summarize the main		
	rhymes				points in the lesson		
Thursday	Engage	Learners write es	says on how	v to become responsible	What have we learnt		
	learners to	adults.			today?		
	sing songs						

NANA FIIFI ACC	QUAH		
	and recite	Assessment: let learners write essays on how to	Ask learners to
	familiar	become responsible adults	summarize the main
	rhymes		points in the lesson

Vetted by :....

Signature: Date :

MARTIN

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period : Strand : Rea	oding		Sub-stran		son :	~
Strand. Nee	ung		Sub-Strain	u . 1	luency	
Indicator (co Content star	ode) ndard (code)	B5.2.8.1.1 B5.2.8.1.	B5.2.8 B5.2.8		~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	
=	tencies: Crea	• The learne	er should ro on Commu	ead		al mistakes ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, mai	nila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asso	essm	ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	mistakes. • Let learners rec with learners.	ead longer	pass fami	to read aloud. ages with minimal iar words and discuss ners in groups and in	What have we learnt today?

		Assessment: let learners read longer texts with minimal mistakes	Review the lesson with learners
	Engage leaners to sing songs	 Give learners longer passages to read aloud. Help learners read longer passages silently with minimal mistakes. Ask learners to note unfamiliar 	What have we learnt today?
	and recite familiar rhymes	words and explain to learners individually as teacher moves from learner to learner during the reading.	Review the lesson with learners
		Assessment: let learners read naturally	
	Engage leaners to sing songs	 Give learners longer passages to read aloud. Help learners read longer passages silently with 	What have we learnt today?
	and recite familiar rhymes	minimal mistakes. Ask learners to note unfamiliar words and explain to learners individually as teacher moves from learner to learner during the reading.	Review the lesson with learners
		Assessment: let learners read naturally	
tted by :		Signature:	Date :
		Alt	

Vetted by : Sig	gnature:	Date :
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TERM THREE BASIC FIVE WEEK 4

AMATHINA

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week End	ing:				Class size:
Day :				Dat	te :
Period :					
Period :				Les	ison :
Strand :			Sub-stran	d :	
А.	Oral Language		A. Pr	eser	ntation
В.	Reading		B. Sil	ent	Reading
C.	Grammar Usag	e At Word	C. Ve	erbs	
D.	Writing		D. Pe	ersua	asive/Argumentative Writing
E.	Using Writing (Conventions	E. Us	sing	Simple Prepositions
F.	Extensive Read	ling	F. Bu	uildir	ng The Love And Culture Of Reading
		\mathcal{A}'			
Indicator ((code)	(B5.1.10.1.2 B5.1	10.1.3) B	5.2.8	8.1.2 B5.3.5.1.5 B5.4.13.2.2 B5.5.7.1.1 B5.6.1.1.1
Content st	tandard (code)	(B5.1.10.1. B5.1	.10.1.) B5	5.2.8	8.1. B5.3.5.1. B5.4.13.2. B5.5.7.1. B5.6.1.1.
Performance Indicator A.		A. Learners of	an demon	stra	te awareness of the features of spoken language,
		e.g. use o	f discourse	ma	arkers – well, also, finally. Demonstrate awareness
		of how m	neaning is	con	nveyed through appropriate pace, stress, tone –
		through re	eciting poe	ms.	
		B. Learners c	an find the	e me	eaning of words as used in context
		C. Learners c	an use irre	gula	ar form of the simple past tense of verbs
		D. Learners of	can use wo	ords	, phrases, and clauses to clarify the relationships
		between o	claim(s) and	d rea	asons
		E. Learners c	an use pre	posi	itions to convey a variety of meanings

	F. Learners can read a variety of age- and level appropriate books and prese
	at least a-three-paragraph summary of each book read
Come Commetensien	Creativity and Innovation Communication and Callaboration Developed Developments
•	Creativity and Innovation Communication and Collaboration Personal Development a inking and Problem Solving.

T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on	a manila card and a class
		library.	
Dof.	English Long		
Ref:		guage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter	(new learning including assessment)	Plenary / Reflections
	(preparing		
	the brain		
	for		
	learning)		
Monday	Engage	A.ORAL LANGUAGE	What have we learnt
wonady	learners to	Revise some differences between spoken and written	today?
	sing songs	forms of language, e.g. simplicity in spoken sentences	
	and recite	and complexity of written sentences. e.g.	Ask learners to
	familiar	written: I have not gone there. spoken: I haven't	summarize the main
	rhymes	gone there.	points in the lesson
		• Demonstrate simplicity of spoken language by giving	
		short and simple speeches on a topic.	
		E.g. Introduction of a chairman.	
		• Encourage learners to give short and simple speeches	
		on chosen topics, e.g. My Favourite Meal.	
		\mathcal{O}	
		Perform a familiar poem as learners listen and	
		observe.	
		Have learners discuss the recital with focus on	
		intonation, stress and rhythm.	
		 Perform it again and have the class or groups do 	
		same.	
		• Individuals, pairs and groups now choose and perform	
		their favourite poems.	
		Have the class critique each effort.	
		Assessment: let learners perform a familiar poem with	
		focus on intonation, stress and rhythm	

NANA FIIFI ACQUAH

NANA FIIFI ACC	JUAH		
Tuesday	Engage	B.READING	What have we learnt
	learners to	 Use examples to show that words have different 	today?
	sing songs	meanings.	
	and recite	Have a vocabulary lesson to help learners find	Ask learners to
	familiar	meaning of words in a text.	summarize the main
	rhymes	 Have learners use Think-Pair-Share to discuss their 	points in the lesson
		meaning together.	
		Assessment: let learners find the meaning of words as	
		used in context	
Wednesday	Engage	C.GRAMMAR	What have we learnt
,	learners to		today?
	sing songs	• Revise regular verbs in simple past forms	
	and recite	• Introduce the simple past forms of irregular verb in	Ask learners to
	familiar	context.	summarize the main
	rhymes	• In groups, have learners come out with more simple	points in the lesson
	-	past forms of irregular verbs.	
		• Let groups read their verbs to the class.	
		• Have learners use the verbs (past forms) in sentences	
		Assessment: let learners use irregular form of the	
		simple past tense of verbs	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	 Lead learners to discuss appropriate language for 	today?
	sing songs	arguments e. g. use of adjectives in their various forms.	
	and recite	• You may read out models of argumentative essays to	Ask learners to
	familiar	guide learners.	summarize the main
	rhymes		points in the lesson
	,	Asessment: let learners use words, phrases, and clauses	
		to clarify the relationships between claim(s) and	
		reasons	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
/	learners to	• Let learners construct sentences to convey the	today?
	sing songs	following uses of prepositions, to show:	,
	and recite	i. Position – she is standing by the car.	Ask learners to
	familiar	ii. Direction – They went towards the East.	summarize the main
	rhymes	iii. Time – He left at dawn.	points in the lesson
	,	iv. Purpose – I bought this hoe for weeding my garden.	
		v. Possession – The shirt is for Kofi	
		l vi. Comparison	
		vi. Comparison vii. Support or opposition – My views are against his	
		vii. Support or opposition – My views are against his	
		vii. Support or opposition – My views are against his plans.	
		vii. Support or opposition – My views are against his	

NANA FIIFI ACQUAH

		Assessment: let learners use prepositions to convey a variety of meanings	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	 Have learners read independently books of their 	what they read to the
	choose and	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.	
		Personal	~
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

Vetted by :....

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Signature: Date :

SUBJECT:

CLASS: FIVE

Week Ending	g:			Class size:		
Day :			Dat	:e :		
Period :			Lesson :			
Strand : GEC)METRY AND	MEASUREMENT Sub-strar	nd : 「	Measurement		
Indicator (co	ode)	B5.3.2.2.1 B5.3.3.2.2 B5.	3.2.	2.3		
Content star	ndard (code)	B5.3.2.2. B5.3.3.2. B5.	3.2.2	2.		
Performance	e Indicator	 Learners can select and justify referents for cm3 or m3 units 				
		Learners can determine the volume of boxes by finding how many cubes of				
		sizes 1cm3 each contains				
					hat have the same volume	
		tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and	
Leadership C	ritical Ininkii	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

monday	Sing songs	1 Show learners an object which is a cubic centimetre	Review the lesson with
,	like:	(or 1 cm ³) and another object which is a cubic metre	Learners
		(or 1 m ³)	
	ľm	1 cm	
	counting	1 cm	
	one, what		
	is one	Volume = 1 cm^3	
	1 - One is		
	one alone,	2 Let learners explore the classroom and compound	
	alone it	to find that can be used as	
	shall be.	referents for the cubic centimetre (1cm) and cubic	
	2 - Two	metre (1m ³). Example of 1m ³ is polytank; and 1cm ³ is	
	pair, two	cube sugar.	~
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask learners identify containers in the classroom and	Review the lesson with
	like:	compound that can be measured using cubic	Learners
		centimetre (cm ³) and cubic metre (m ³)	
	l'm		
	counting		
	one, what	1 meter	
	is one		
	1 - One is	1 meter 1 meter	
	one alone,	100cm × 10cm × 10cm 1000cm3 = 1L	
	alone it		
	shall be. 2 - Two		
	pair, two pair come	Ask learners to explore and state the relationship	
	pair let us	between 1 cm^3 and 1m^3 ; that is, a cubic is the	
	pair	volume of a cube with measurements	
	3 - Turn	1cm×1cm×1cm, and is equal to1/1,000,000of a cubic	
	around	meter,1/1,000	
	4 - Follow	of a litre (i.e. 1m ³ =100cm×100cm×10cm =1,000,000cm	
	me). cubes is 1m	
	5 - Fire		
	10		
		Assessment: have learners to practice with more	

NANA FIIFI ACO	20/11		
Wednesday	Sing songs	E.g. 1 Ask learners to determine the volume of	Review the lesson with
	like:	different sizes of boxes by investigating how many	Learners
		cubes of sizes 1cm ³ can fill the containers. i.e. for box A,	
	ľm	the base can take 2 by 7 1cm ³ , and to fill it this	
	counting	arrangement will done 3 times, hence Volume of A is	
	one, what	base area × height = 2×7×3=42cm ³	
	is one	E.g. 2 Ask learners to determine the volume of the	
	1 - One is	boxes B, C, D and E	
	one alone,		
	alone it	A	
	shall be.		
	2 - Two		
	pair <i>,</i> two		~
	pair		
		Assessment: have learners to practice with more	
		examples	
Thursday	Sing songs	3 Guide learners to deduce the rule for volume of a	Review the lesson with
	like:	box, and use is to calculate volumes of given boxes – F,	Learners
		G and H. That is, if the base area is $ll imes ww$ and the	
	ľm	height is h , then the. Volume of box is given by $ll \times ww$	
	counting	×h	
	one, what		
	is one		
		6cm F 3cm 2cm 6cm G C C C C C C C C C C C C C C C C C C	
		Assessment: have learners to practice with more	
		examples	
Friday	Sing songs	Given 12 centimetre cubes, ask learners to find the	Review the lesson with
-	like:	different dimensions of boxes that can take the cubes. F	drearners
		12 cubes the boxes can be of dimension 1cm×1cm× 12c	m
	l'm	or 2cm×2cm×6cm. Can we find any more drawings.	
	counting	E.g. 2 Ask learners to investigate with 20, 24, 30 and 48	
	one, what	centimetre cubes and draw all possible boxes	
	is one		
			l

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

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SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:			Class size:			
Day :				Date :		
Period :				Les	son :	
Strand : HU	MANS AND TH	IE	Sub-strand	d : F	ERSONAL HYGIENE AND	SANITATION
ENVIRONMI	ENT				O_{χ}	
Indicator (co	ode)	B5.5.1.2.1				
Content sta	ndard (code)	B5.5.1.2.			. 5	
Performanc	e Indicator	Learners can knov	w how to ke	eep	washrooms clean	
Core Compe	tencies: Crea	l tivity and Innovatio	on Commur	nica	tion and Collaboration P	ersonal Development and
		ng and Problem Sol		})`	·
Keywords			R			
T + D (a)		Pictures				
T. L .R. (s) Ref:	Science cur	riculum Page				
ner.	Science curi	icului Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Engage them in a	discussion	on l	now to keep the	What have we learnt
	learners to	lavatory clean.				today?
	sing songs	Emphasise such	• Emphasise such key points as: flushing immediately			
	and recite	after use, urinatin				Ask learners to
	familiar			e co	ntainers rather than	summarize the
	rhymes	throwing them on				important points of the
		regularly removing	g used tissı	ues	and burning them	lesson

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

Vetted by :.... Signature: Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:			Class size:			
Day :				Date :		
Period :	Period :			Les	son :	
Strand : Jou	irney to Indep	endence	Sub-strar	nd : E	arly Protest Movemen	ts
Indicator (c	ode)	B5.5.1.1.4			$\mathcal{O}_{\mathcal{L}}$	
Content sta	ndard (code)	B5.5.1.1.				
Performance	ce Indicator	Learners can exa	imine sour	rces	of evidence about the	role of Dr Joseph Boakye
		Danquah in the G	iold Coast	Yout	h Conference	
-		•		inica	tion and Collaboration	Personal Development and
Leadership	Critical Thinkir	ng and Problem So	lving.	$\langle \cdot \rangle$)`	
Keywords				5		
T. L .R. (s)	1	Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Present a narrativ	/e of the r	ole o	f J.B. Danquah in the	What have we learnt
	learners to	Gold Coast Youth				today?
	sing songs					
	and recite	Learners retell th	e storv of J	I.B. C	Danguah and the Gold	Ask learners to
	familiar	, ,				summarize the main
	rhymes					points in the lesson
	,	Assessment: let le	earners na	rrate	of the role of J.B.	
	What was	Danquah in the G				
	Joseph					

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

Vetted by :....

Signature: Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Endin	g:			Class size:		
Day :			Da	Date :		
Period :				son :		
r choù :						
Strand : Per	forming Arts	Sub-st	rand :	Planning, Making and Cor	nposing	
				\sim		
Indicator (co	ode)	B5 2.2.2.3				
Content sta	ndard (code)	B5 2.2.2.				
Performanc	e Indicator	Learners can experime	nt with	available relevant per	forming arts media and	
		techniques to create ow	n perfo	rming artworks that refle	ct topical issues in Africa	
-		•	munica	tion and Collaboration Pe	ersonal Development and	
Leadership (Critical Thinkii	ng and Problem Solving.	\sim)'		
Keywords		(Y			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain	2				
	for					
Monday	learning)	Learners are to:			What have we learnt	
Monday	Engage learners to	Learners are to: explore the local environal	nmon	to coloct available	today?	
	sing songs	instruments, equipment,			loudy!	
	and recite	movement patterns that			Ask learners to	
	familiar	composing/arranging an	-		summarize the main	
	rhymes	drama, poems, appellation			points in the lesson	
	ingines					
		perform some of the cor				
		experiment with the a equipment, sounds, mov	ement	patterns, melody etc. to		
L		periorni some of the cor	ipositio			

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

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

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : PHY	Strand : PHYSICAL FITNESS CONCEPTS, Sub-stra				ITNESS PROGRAMME	
PRINCIPLES	PRINCIPLES AND STRATEGIES					
Indicator (co	ode)	B5.4.1.4.1				
Content sta	ndard (code)	B5.4.1.4.				
Performanc	e Indicator	Learners can mor	nitor the int	tens	ity of one's heart rate du	rring physical activity.
-		tivity and Innovati ng and Problem So		nica	tion and Collaboration P	ersonal Development and
Keywords					SCX.	
T. L .R. (s)		Cones			$\overline{\mathbf{X}}$	
Ref:	PE curriculu	im Page			$\mathcal{O}_{\mathcal{I}}$	
DAY	Phase 1: Starter (preparing the brain for learning) Learners jog round a demarcate d area in files while singing and clapping to warm-up the body for	Learners determ learn how to take radial artery or ca should be encour seconds and mult Learners use vari vests, heart rate intensity and hea	cluding assessment) ine heart rate using their age. Learners the heart beat by palpating at the arotid artery. During exercise, learners raged to take heart rates for 15 tiply by 4 to obtain beat per minutes. ous gadgets (polar wrist watches, polar monitors, etc.) that determine exercise art rate during and after physical treadmills that determine calories overed			Phase 3: Plenary / Reflections End the lesson with cool down activities and use questions to summarise the lesson
	maximal performan ce and to prevent injuries					

Vetted by :..... Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : The	Family and C	commitment	Sub-strand	d: ⊺	he Family and Commitm	ient
Indicator (co	ode)	B5.4.1.1.2				
Content sta	ndard (code)	B5.4.1.1.				
Performanc	e Indicator	Learners can dem	nonstrate t	:hing	gs to do to show commi	tment as members of the
		family				\checkmark
Core Compe	etencies: Crea	tivity and Innovatio	n Commur	nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solv	ving.			
Keywords					5	
				1		
T. L .R. (s)	[Pictures				
Ref:	RME curricu	ılum Page	C	})	
DAY	Phase 1:	Phase 2: Main	2			Phase 3:
	Starter	(new learning inclu	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage				ings they have to do to	What have we learnt
	learners to	show commitmen	t to their fa	amil	у.	today?
	sing songs					
	and recite	Assessment: let le	arners me	ntic	on things to do to show	Ask learners to
	familiar	commitment as m	embers of	the	family	summarize the main
	rhymes					points in the lesson

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Endin	g:				Class size:		
Day :			Date :				
Period :				Less	on :		
Strand : OUF	R NATION GH	ANA	Sub-stran	nd : A	uthority and Power	2	
Indicator (co	ode)	B5.4.2.2 .1.	I		У,		
Content star	ndard (code)	B5.4.2.2					
Performance	e Indicator	Learners can exp	lain and ap	preci	ate the importance	of de	emocratic governance
=	tivity and Innovating and Problem So		inicat	ion and Collaboratic	on Pe	rsonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	OWOP curri	iculum Page					
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inc	luding asso	essm	ent)		Plenary / Reflections
	(preparing the brain for						
	learning)						
Tuesday	Engage learners to sing songs and recite	responsible in go teachers, school	verning the prefects.	eir sc	and bodies who are nool e.g. headteache		What have we learnt today? Ask learners to
	familiar rhymes	their school.			of good governance	IN	summarize the main points in the lesson
		Assessment: let lo governance in the		rite ir	nportance of good		

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

Vetted by :....

Signature: Date :

SUBJECT: COMPUTING

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Dat	Date :	
Period :			Les	son :		
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-stran	d : E	LECTRONIC EMAIL	
SUB-STRAND)					
Indicator (co	ode)	B5.6.7.1.1. B5.6	.7.1.2			
	ndard (code)	B5.6.7.1. B5.6.	.7.1.		\square	\checkmark
Performance	e Indicator			-	e various e-mail service p	
					e the use of internet e-n	
				nica	tion and Collaboration P	ersonal Development and
Leadership (Critical Thinkin	ng and Problem Sol	lving.		5	
Keywords					\sim	
,				$\langle \ \rangle$	K.	
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for	\mathcal{A}				
	learning) Engage	Cuido loornors to	ovelore or	- +ha	various email service	What have we learnt
Wednesday	learners to	providers (email,	•			today?
weunesuay	sing songs	providers (errail,	OutiOOK.CO	····, •		
	and recite	Guide learners to	start an er	nail	address. Assist learners	Ask learners to
	familiar	to use email addr		man		summarize the main
	rhymes					points in the lesson
	,	Assessment: let le mail addresses.	earners des	scrib	e the use of internet e-	

Vetted by :..... Date :

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :			I	Dat	e :	
Period :			I	Less	son :	~
Strand : Rea	ding		Sub-strand	d : S	ummarising	
Indicator (co	ode)	B5.2.9.1.1	B5. 2.9.1	.2		
Content star	ndard (code)	B5.2.9.1.	B5. 2.9.1.		\sim	
Performance	e Indicator	• Tł	he learner sh	hou	ld give the summary of lo	onger texts.
				ner should write main ideas in a given text		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving.				ersonal Development and		
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	IM			
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning inc	cluding asses	ssm	ent)	Phase 3: Plenary / Reflections
	the brain for					
	learning)					
	Engage leaners to sing songs and recite familiar rhymes	paragraph and di	cognise the r ite down eac iscuss in thei	maii ch io ir gr	dea found in each	What have we learnt today?

	 Lead learners to give summaries of the texts orally 	Review the lesson with
	before writing in their books.	learners
	Assessment: let learners give the summary of longer	
	texts.	
Engage	Read a text aloud in class.	What have we learnt
leaners to	 Let learners select the main ideas from each 	today?
sing songs	paragraph.	
and recite	• Let learners write the main ideas in their own words	
familiar rhymes	and read aloud for discussion.	
inymes	Assist learners to write the main ideas in the given	
	text in simple sentences correctly.	~
		Review the lesson with
	Assessment: let learners write main ideas in a given	learners
	text	
Engage	• Read a text aloud in class.	What have we learnt
leaners to	 Let learners select the main ideas from each 	today?
sing songs	paragraph.	
and recite familiar	• Let learners write the main ideas in their own words	
rhymes	and read aloud for discussion.	
inymes	 Assist learners to write the main ideas in the given 	
	text in simple sentences correctly.	Review the lesson with
		learners
	Assessment: let learners	
	write main ideas in a given text	

Vetted by :.....

Signature: Date :

TERM THREE BASIC FIVE WEEK 5

AMAFIIFIACOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

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

Leadership	Critical Thinki	ng and Problem Solving.	
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a class
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Have learners listen to a conversation or speech in which the speaker speaks fluently and clearly and another audio where the speech is neither clear nor fluent. Discuss the differences and ask learners to tell the importance of clear speech. Create situations for learners to engage in dialogue (a pair at a time) or speech delivery. Encourage them to maintain a good pace and tone. Invite comments from the class after each delivery Have learners listen to audio recordings of speeches or listen to news read in English. Learners listen to the speech in meaningful bits to guide them identify appropriate expressions as well as identify what a good pace is. Use further samples to show that good speeches are presented with the appropriate expression and at a good pace. In groups learners pick topics for their speeches in about five (5) minutes each. Have the class discuss the pace and use of appropriate expressions. 	What have we learnt today? Ask learners to summarize the main points in the lesson

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

	CQUAII		
		 Guide learners to discover the functions of these conjunctions. 	
		Have them practise using these conjunctions in their	
		own sentences.	
		Assessment: let learners identify and use conjunctions	
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.	
		Personal	
		Assessment: let learners read a variety of age- and	
		level appropriate books and present at least a-three-	
		paragraph summary of each book read	

Vetted by :	Signature:	Date :

SUBJECT: Mathematics

CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : GEOMETRY AND MEASUREMENT Sub-st			Sub-stran	ind : Measurement - Angles		
Indicator (co	ode)	B5.3.3.2.4 B5.3	8.3.3.1 B	B5.3.3.2		
Content star	ndard (code)	B5.3.3.2. B5.3	.3.3. E	B5.3	.3.3.	
Performance	e Indicator	relationsh Learners c to, less that Learners c 	ip between an identify an or larger can measu	n cap exa r tha re g	pacity and volume as wel mples of angles in the er an, a right angle	nvironment that are equal ractor and classify them
		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page	2			
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning incl	uding asse	essm	nent)	Phase 3: Plenary / Reflections

	for		
	learning)		
monday	Sing songs	Give learners a litre container and a 10cm×10cm×10cm	Review the lesson with
	like:	container (i.e. a 1000cm ³ container. Ask them to fill one	Learners
		with water and empty it into the other; and ask them to	
	ľm	explore and state the relationship between 1cm ³ and	
	counting	1m ³ i.e.	
	one, what	10cm×10cm×10cm =1000cm ³ = 1 <i>litre</i> .	
	is one	[see B5.3.2.2.1 i.e. 1000litres is 1m ³]	
	5 - Fire	Note: the volume is the actual amount of something	
		which covers a definite space. Capacity is the potential	
		amount of a substance which an object is able to hold	
		(units are litres and millilitres , gallons, etc).	
		$10 \text{ cm} \times 10 \text{ cm} \times 10 \text{ cm}$ container = 1000 cm^3 container	
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Give learners a litre container and a 10cm×10cm×10cm	Review the lesson with
	like:	container (i.e. a 1000cm ³ container. Ask them to fill one	Learners
		with water and empty it into the other; and ask them to	
	ľm	explore and state the relationship between 1cm ³ and	
	counting	1m ³ i.e.	
	one, what	10cm×10cm×10cm =1000cm ³ = 1 <i>litre</i> .	
	is one	[see B5.3.2.2.1 i.e. 1000litres is 1m ³]	
	1 - One is	Note: the volume is the actual amount of something	
	one alone,	which covers a definite space. Capacity is the potential	
	alone it	amount of a substance which an object is able to hold	
	shall be.	(units are litres and millilitres , gallons, etc).	
	2 - Two		
	pair, two		
	pair come	10cm	
	pair let us		
	pair	10 cm×10 cm×10 cm container	
		= 100cm×10cm container = 1000cm ³ container	

	QUAH		1
		Assessment: have learners to practice with more examples	
Wednesday	Sing songs	Review the definition of angles: angles as the region	Review the lesson with
weatesday	like:	formed in a plane when two lines meet or cross, they	Learners
	IIKE.		Learners
	IV.ee	form an Angle. And ask learners to identified angles in	
	l'm	the classroom and compound. E.g. opening laptop,	
	counting	door, window, pair of scissors, pavement floor, etc.	
	one, what	angle	
	is one		
	1 - One is		
	one alone,		
	alone it		
	shall be.		
	2 - Two	E.g. 2 Guide learners to see right angles and fold	
	pair, two	right angles from	
	pair come		
	pair let us	paper. Ask learners to identify examples of angles in	
	pair	the classroom and compound that are equal to, less	
		than or larger than, a right angle	
		right-angle	
		$ \begin{array}{c} $	
		obtuse	
		Assessment: have learners to practice with more examples	

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

Vetted by :....

Signature: Date :

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Les	son :		
Strand : HUMANS AND THE Sub-stra			Sub-stran	d : F	ERSONAL HYGIENE AND	SANITATION	
ENVIRONME	ENT						
Indicator (co	ode)	B5.5.1.2.2					
Content sta	ndard (code)	B5.5.1.2.					
Performanc	e Indicator	Learners can dem	onstrate h	ow	to clean the environmen	t regularly	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and	
		ng and Problem Sol					
Keywords							
T. L .R. (s)	T	Pictures					
Ref:	Science curi	riculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essn	nent)	Plenary / Reflections	
	(preparing	7					
	the brain for						
	learning)						
Monday	Engage	Assemble various	items for o	clear	ning the environment	What have we learnt	
	learners to					today?	
	sing songs	Take the learners on a trip			serve tidy and untidy		
	and recite	parts of the nearby community o			or show different	Ask learners to	
	familiar	pictures depicting	g clean and	unc	lean environments.	summarize the	
	rhymes	• Engage learners	s to discuss	hov	v to make the unclean	important points of the	
		environments as	clean as the	ose	that are clean.	lesson	

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

Vetted by : Signature:	Date :
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SUBJECT: COMPUTING

CLASS: FIVE

Week Ending	Week Ending:			Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : INTE	ERNET AND S	OCIAL MEDIA	Sub-stran	d : E	LECTRONIC EMAIL		
SUB-STRAND)						
Indicator (co	ode)	B5.6.7.1.3 B5.6.	7.1.4.				
Content star	ndard (code)	B5.6.7.1. B5.6.	7.1.		\cap	\checkmark	
Performance	e Indicator	Learners	can create	an	email account e.g. Yaho	o mail or Gmail account.	
		(Yahoo Ma	ail or Gmai	l acc	ount.).		
		Learners of	an illustra	te vi	ewing received message	s and Create or Compose	
		messages			5		
	Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development an					ersonal Development and	
Leadership C	ritical Thinkir	ng and Problem Sol	iving.		<i> \''</i>		
Keywords			,				
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essn	ient)	Plenary / Reflections	
	(preparing	1					
	the brain						
	for						
	learning)	Guido loornors to	croata am		count (i a the necesible	What have we learnt	
Wednesday	Engage		create em	an a	ccount (i.e. the possible	today?	
weunesudy	learners to sing songs	steps).				loudy!	
	and recite	Guide learners to	write mes	ເລດດ	s, format text, etc	Ask learners to	
	familiar		write mes	Juge		summarize the main	
	rhymes	Assessment: let le	earners illu	stra	e viewing received	points in the lesson	
	yiiic5	messages and Cre			U		

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Endin	ig:				Class size:	
Day :				Date :		
Period :	Period :			Les	son :	
Strand : Visual Arts Sub-stra				d · r	Displaying and Sharing	
Stranu . Visi			Sub-Strain	u . L		
Indicator (co	ode)	B5 1.3.4.3			0,	
-	ndard (code)	B5 1.3.4.				
Performanc	e Indicator	Learners can plan	an exhibit	tion	of own portfolio of visua	I artworks to educate and
		share creative exp	periences o	of ar	tworks that reflect the to	opical issues in Africa
Core Compe	etencies: Crea	tivity and Innovatio	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership	Critical Thinkin	ng and Problem Sol	ving.	\mathbf{X}		
Kaunanda				\mathbf{F}		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
			•			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding ass	essm	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:				What have we learnt
	learners to	watch a short vi		-		today?
	sing songs		-	-	ring the circuit, district	
	and recite	-			e cultural education	Ask learners to
	familiar	unit of the Ghana				summarize the main
	rhymes		d for displa	aying	portfolio of own visual	points in the lesson
		artworks;				
		•	•		nibition by: - fixing a	
		date - selecting a	venue - inv	vitin	g an audience	

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

Vetted by :....

Signature: Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Endir	ng:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	
Strand · Iou	Irney to Indep	endence	Sub-stran	n d : The 1948 Riots And After		
Strand . Joe		chachee				
Indicator (c	ode)	B5.5.3.1.1				
Content sta	ndard (code)	B5.5.3.1.				
Performanc	e Indicator	Learners can exp	lain why p	eopl	e were unhappy in the	country after the Second
		World War			$\langle \rangle$	
Core Comp	etencies: Crea	tivity and Innovati	on Commu	nicat	ion and Collaboration P	Personal Development and
Leadership	Critical Thinkiı	ng and Problem So	lving.	$\langle \rangle$	^x	
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain	2,				
	for					
	learning)					
Tuesday	Engage				on the general state	What have we learnt
	learners to	of affairs after th				today?
	sing songs	-			ervicemen, lack of	
	and recite	adequate housing	g and high o	cost	of imported goods etc	Ask learners to
	familiar					summarize the main
	rhymes					points in the lesson
					e the general state of	
	When was	affairs after the S	econd Wor	rld W	ar in the country	
	the Second					

JUAH		
World War		
fought?		
What		
promises		
were made		
to the Gold		
Coast		
soldiers		
who		
fought in		
the war?		
Engage	Discuss how government handled their grievances at	What have we learnt
learners to	the time	today?
sing songs		
and recite		Ask learners to
familiar	Assessment: let learners mention how government	summarize the main
rhymes	handled their grievances	points in the lesson
	in the country after the Second World War	
When was		
the Second		
World War		
fought?		
What		
promises		
were made		
to the Gold		
Coast	$\mathcal{O}_{\mathcal{I}}$	
soldiers		
who		
fought in		
the war?		
	fought? What promises were made to the Gold Coast soldiers who fought in the war? Engage learners to sing songs and recite familiar rhymes When was the Second World War fought? What promises were made to the Gold Coast soldiers who fought in	fought?Whatwren madeto the GoldCoastsoldierswhofought inthe war?EngageDiscuss how government handled their grievances atlearners tosing songsand recitefamiliarAssessment: let learners mention how governmentrhymeshandled their grievancesin the country after the Second World WarWhatfought?Whatpromiseswere madeto the GoldCoastsoldierswhohandled their grievancesin the country after the Second World War

Vetted by :..... Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:					Class size:			
Day :					Date :			
Period :					Lesson :			
Strand : PHYSICAL FITNESS CONCEPTS, PRINCIPLES			AND	Sub-strand : FITNESS PROGRAMME				
STRATEGIES								
Indicator (code)			B5.4.1.4.2					
Content standard (code)			B5.4.1.4.					
Performance Indicator			Learners can describe how muscle strength and muscle					
			endurance enhance motor skill performance					
=	=		imunicat	ion and	Collabor	ration Pe	ersonal Development and	
Leadership Critical Thinking and Problem Solving.								
Keywords								
T. L .R. (s)			cones					
Ref: PE curriculum		Page						
DAY	Phase 1:		Phase 2	Phase 2: Main			Phase 3:	
	Starter		-	-	ncluding	Plenary / Reflections		
	(preparing the brain		assessr	nent)				
	for learning)	for learning)						
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and		Teacher expla		movement, ong arm, chest,		End the lesson with cool	
			muscles aid in lifting, etc. Stro and back musc	down activities and use				
				questions to summarise				
				ore facili		the lesson		
	to prevent injuries		the boo					

Vetted by :..... Date :

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:					
Day :				Date :					
Period :				Lesson :					
Strand : T	he Family, Auth	ority and	Sub-strand						
Obedience	e								
Indicator	(code)	B5.5.1.1.1							
Content standard (code)		B5.5.1.1.							
Performance Indicator		Learners can recognise parents as sources of discipline and character formation							
				nica	tion and Collaboration P	ersonal Development and			
	•	ng and Problem Sol	lving.						
Keywords									
T. L .R. (s)		Pictures							
Ref:	RME curricu								
DAY	Phase 1:	Phase 2: Main	Phase 3:						
	Starter	(new learning incl	Plenary / Reflections						
	(preparing	, U							
	the brain								
	for								
	learning)								
Friday	Engage	 Through question 	What have we learnt						
	learners to	how they are disc	today?						
	sing songs	elders at home:							
	and recite	 scolding, 				Ask learners to			
	familiar	- reprimanding, -	deprivation	gifts and other	summarize the main				
	rhymes	interests,				points in the lesson			
		- prayer and wors	•						
		- parents act as r	ole models	to t	he children/learners,				
		etc.							
					ne benefits they get				
		from their parent	s because c	of th	eir obedience to them.				
		Assessment: let le	earners me	entic	on the benefits they get				
		from their parent							
Vetted bv :			Sigr	natu	re:	Date :			

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending:			Class size:				
Day :			Date :				
Period :			on :				
ANA Sub-strand : Authority and Power							
B5.4.2.2 .1.							
B5.4.2.2 .							
Learners can explain and appreciate the importance of democratic governance							
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.							
Pictures							
f: OWOP curriculum Page							
Phase 2: Main				Phase 3:			
(new learning incl	luding ass	Plenary / Reflections					
g							
gage Class mock election What have we learn							
	today?						
g songs Learners demonstrate how to elect a lead		ct a leader in a					
democratic way.	ic way.			Ask learners to			
				summarize the main			
Assessment: let le	earners			points in the lesson			
describe how to elect a leader in a democratic way							
	B5.4.2.2 .1. B5.4.2.2 . Learners can expl tivity and Innovation g and Problem Sol Pictures culum Page Phase 2: Main (new learning incl Class mock election Learners demonst democratic way. Assessment: let le	B5.4.2.2 .1. B5.4.2.2 . Learners can explain and ap tivity and Innovation Commung and Problem Solving. Pictures culum Page Phase 2: Main (new learning including ass Class mock election Learners demonstrate how democratic way. Assessment: let learners	Date Date Lesso ANA Sub-strand : Au B5.4.2.2 .1. B5.4.2.2 . Learners can explain and apprecia tivity and Innovation Communication org and Problem Solving. Pictures culum Page Phase 2: Main (new learning including assessment) Class mock election Learners demonstrate how to election Assessment: let learners	Date : Lesson : ANA Sub-strand : Authority and Power B5.4.2.2 .1. B5.4.2.2 . Learners can explain and appreciate the importance tivity and Innovation Communication and Collaboration and Problem Solving. Pictures culum Page Phase 2: Main (new learning including assessment) Class mock election Learners demonstrate how to elect a leader in a democratic way. Assessment: let learners			

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

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	\sim
Strand : Wri	ting		Sub-stran	d : P	enmanship/ Handwritir	ng
Indicator (co	ode)	B5.3.1.1.5				
Content star	ndard (code)	B5.3.1.1.			$\overline{\mathbf{X}}$	
Performance	e Indicator	• The learn	er should w	vrite	simple sentences	
		tivity and Innovations and Problem So		nica	tion and Collaboration Po	ersonal Development and
Keywords						
T. L .R. (s)		$\langle \rangle$	•			
Ref:		44				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding asse	essm	ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 those words. Call learners in the words. Write sentence 	turns to for es on senter ce cards to	m si	explain the meaning of mple sentences with cards. learners write simple	What have we learnt today?

	Assessment: let learners write simple sentences	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with
	Assessment: let learners write simple sentences	learners
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with
	Assessment: let learners write simple sentences	learners

Vetted by :..... Signature:

TERM THREE BASIC FIVE WEEK 6

ANAFIELACOUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending:		Class size:
Day :		Date :
Period :		Lesson :
Strand :	Sub-strai	nd :
A. Oral Language		resentation
B. Reading	B. Fl	uency
C. Grammar Usage A	t Word C. V	erbs
D. Writing	D. In	formative/Expository Writing
E. Using Writing Con	ventions E. U	sing Conjunctions
F. Extensive Reading	F. B	uilding The Love And Culture Of Reading
Indicator (code)		5.3.5.1.7 B5.4.13.2.4 B5.5.8.1.1. B5.6.1.1.1.
Content standard (code)		5.3.5.1. B5.4.13.2. B5.5.8.1 . B5.6.1.1
Performance Indicator	•	t information about personal experiences
	_	rade-level texts with good speed and accuracy
		ne imperative forms of verbs to give instructions and
	directions	
		ide a concluding statement that follows from the
	arguments presente	
	E. Learners can identif	
		variety of age- and level appropriate books and present
	•	agraph summary of each book read
		unication and Collaboration Personal Development and
Leadership Critical Thinkir	ig and Problem Solving.	

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:	Phase 2: Main	Phase 3:
	Starter (preparing the brain	(new learning including assessment)	Plenary / Reflections
	for learning)		
Monday	Engage learners to sing songs	 A.ORAL LANGUAGE Model presenting a speech on a topic or have them listen to a recording of someone's personal experience. 	What have we learnt today?
	and recite familiar rhymes	Use the example to guide learners to identify the (purpose of and audience for the speech.) • Discuss the importance of purpose and audience in speech. • Put learners in groups to plan a parallel speech and	Ask learners to summarize the main points in the lesson
		present to the class. Each group should select a purpose for and an audience for their speech. Assessment: let learners present information about personal experiences	
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Use the three-stage approach to a comprehension lesson and have learners prepare and read the text with purpose and understanding. Use different strategies to assist learners to come up with meaning of a text ,e.g. The Herringbone, KWL etc. 	What have we learnt today? Ask learners to summarize the main points in the lesson
		Assessment: let learners read grade-level texts with good speed and accuracy	
Wednesday	Engage learners to sing songs	C.GRAMMAR e.g. Switch on the light. Turn right. • Revise commands and requests.	What have we learnt today?
	and recite familiar rhymes	 Invite pairs of learners to demonstrate giving instructions and directions. Create situations for learners to have practice. 	Ask learners to summarize the main points in the lesson

		Assessment: let learners use the imperative forms of verbs to give instructions and directions	
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING Revise persuasive writing. • Have them go through the writing process to present/state an opinion, explain and justify it so as to persuade the reader to accept their opinion or point of view.	What have we learnt today? Ask learners to summarize the main points in the lesson
		 Teach the features of a debate. Guide learners to select a controversial or debatable topic. Divide the class into two to prepare using the writing process as a guide, and debate on the topic Assessment: let learners provide a concluding statement that follows from the arguments presented 	~
Friday	Engage learners to sing songs and recite familiar rhymes	 E.WRITING CONVENTION AND GRAMMAR USAGE Provide a passage and have learners identify the conjunctions in the passage. Let learners form sentences and join them with the conjunctions identified. Assessment: let learners identify and 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 • Have learners read independently books of their	Have learners to tell what they read to the whole class
		Assessment: let learners read a variety of age- and level appropriate books and present at least a-three- paragraph summary of each book read	

Vetted by :..... Date :

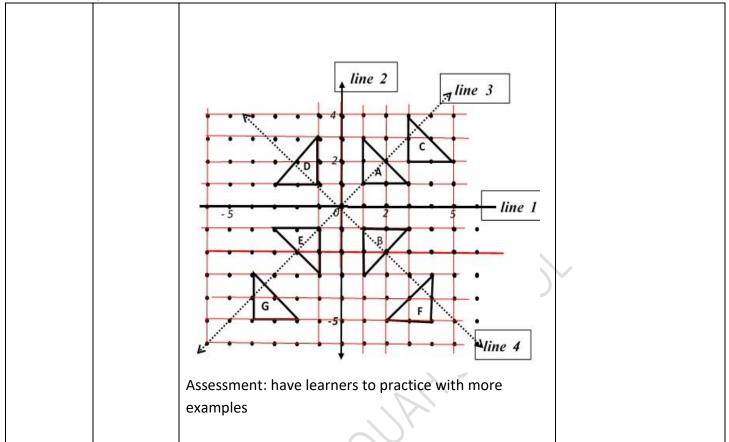
SUBJECT: Mathematics

CLASS: FIVE

Week Endin	g:			Class size:	
Day :			Dat	te :	
Period :			Les	son :	
i chidu i			200		\sim
				O_{ℓ}	
Strand : GEC	OMETRY AND	MEASUREMENT Sub-strai	י : hr	Geometric Reasoning	
Indicator (co	da)	B5.3.4.1.1 B5.3.4.2.2	\rightarrow)`	
Indicator (co	ndard (code))-	5	
Performance			o n	sition and motion of o	viects in snace using the
renormane		 Learners can tell the position and motion of objects in space using the cardinal points north, south, east and west 			
			itify images of a single transformation (i.e. reflection) of a		
		2D shapes in a plane			
Core Compe	tencies: Crea	tivity and Innovation Commu		tion and Collaboration Pe	ersonal Development and
Leadership C	Critical Thinkin	ng and Problem Solving.			
Karana					
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathematic	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				

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

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



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	Signature	

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SUBJECT: SCIENCE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
	MANS AND TH	ΙE	Sub-strar	n d : [DISEASES	\checkmark
ENVIRONME	NT					
Indicator (co	-	B5.5.2.1.1				
	ndard (code)	B5.5.2.1.			.5	
Performance IndicatorLearners can explain the optimized		ain the cau	uses,	symptoms and control of	of chicken pox	
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinkir	ng and Problem Sol	lving.)	
			-	<u>ل</u>		
Keywords			\mathcal{P}			
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	nent)	Plenary / Reflections
	(preparing	J.Y.				
	the brain					
	for					
	learning)					
Monday	Engage	•			or charts on causes,	What have we learnt
	learners to				n pox or invite a health	today?
	sing songs	•			ation Programme	
	and recite	(SHEP) coordinate	or to give a	a talk	on chicken pox.	Ask learners to
	familiar					summarize the
	rhymes	Assessment: let le		plain	the causes and	important points of the
		symptoms of chi	cken pox			lesson

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

SUBJECT: COMPUTING

CLASS: FIVE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-stran	d : II	NTERNET OF THINGS (IO	T)
SUB-STRAND)					
Indicator (co	-		.8.1.2.			
	ndard (code)	B5.6.8.1. B5.6	.8.1.			
Performance	e Indicator	Learners of	an describ	e the	e purpose of Internet of	Things
		Learners of	an give exa	amp	es of Internet of Things	with a consumer part and
		an industr	ial/busines	s se	gment.	
-		•		nica	tion and Collaboration P	ersonal Development and
	Critical Thinkir	ng and Problem Sol	lving.		\mathcal{A}	
Keywords					<i>b</i> ,	
T. L .R. (s)		Lanton				
Ref:	Computing	Laptop curriculum Page	-)-		
Ner.	Computing	cumculum rage	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections
	(preparing	, S	0		,	
	the brain					
	for	$\langle \rho \rangle$				
	learning)	$\langle \rangle$				
	Engage	Guide learners to	discuss the	e pu	rpose IoT in groups	What have we learnt
Wednesday	learners to					today?
	sing songs		•		nd present in class	
	and recite	examples of Internet of Things with a consumer part Ask learners to				
	familiar	and an industrial/	business s	egm	ent	summarize the main
	rhymes					points in the lesson
			-		amples of Internet of	
		-	sumer part	and	l an industrial/business	
		segment				

Vetted by :..... Date :

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :		
Strand : Per	forming Arts	Sub-st	rand :	Displaying and Sharing	V	
				\sim		
Indicator (co	ode)	B5 2.3.4.3				
Content star	ndard (code)	B5 2.3.4.				
Performance	e Indicator	Learners can plan a displa	iy of ov	vn portfolio of performin	g artworks to educate and	
		share creative experience	es of ai	tworks that reflect the to	pical issues in Africa	
Core Compe	etencies: Crea	tivity and Innovation Com	nunica	tion and Collaboration Po	ersonal Development and	
Leadership (Critical Thinkin	ng and Problem Solving.	\sim)`		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:	1	ufe was a see / a vefe ve blu	What have we learnt	
	learners to	Watch a short video or during the sireuit district	•		today?	
	sing songs and recite	during the circuit, district or regional cultural festival ofthe cultural education unit of the Ghana EducationAsk learners to				
	familiar	Service) that reflect the p			Ask learners to summarize the main	
	rhymes	environments of Africa;	riysicd		points in the lesson	
	ingines	I discuss the need for pe	rform	ng compositions of own		
		music, dance, drama, poe				
		iniusic, dance, drama, pot	Liy el	,		
1	1					

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

Vetted by :..... Date :

SUBJECT: HISTORY

CLASS: FIVE

Week End	ing:				Class size:		
Day :	Day :			Date	:		
Period :				Less	on :		
Strand : Journey to Independence Sub-stra				nd : Tł	ne 1948 Riots And After		
					\sim		
Indicator ((code)	B5.5.3.1.1					
Content st	andard (code)	B5.5.3.1.					
Performar	nce Indicator	Learners can exp	lain why po	eople	were unhappy in the	country after the Second	
		World War		-			
Core Com	petencies: Crea	tivity and Innovation	on Commu	inicati	on and Collaboration P	ersonal Development and	
		ng and Problem Sol		$\langle \rangle$	Y .		
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essme	ent)	Plenary / Reflections	
	(preparing						
	the brain	2					
	for						
	learning)				<u> </u>		
Tuesday	Engage				o offer the opinions on		
	learners to	the situation (who	ether the ri	lot wa	as justified or not).	today?	
	sing songs						
	and recite				h	Ask learners to	
	familiar	Assessment: let le	-			summarize the main	
	rhymes	unhappy in the co	ountry after	er the	Second World War	points in the lesson	
	Why were						
	people						

NANA FIIFI AC	.QUAH						
	unhappy						
	after the						
	war?						
Thursday	Engage	Guide learners to develop a poster that illustrates the	What have we learnt				
,	learners to	link between the boycott of European goods, the	today?				
	sing songs	shootings of 28th February and the riots of 1948.					
	and recite		Ask learners to				
	familiar	Assessment: let learners develop a poster that	summarize the main				
	rhymes	illustrates the link between the boycott of European	points in the lesson				
	ingines	goods, the shootings of 28th February and the riots of	points in the lesson				
		1948.					
		1548.					
Vetted by : Date : Date :							

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:						Class siz	e:	
Day :				Date :				
Period :					Lesson :			
Strand : PHYSICAL I	FITNESS CONC	EPTS, PRINCIF	PLES AND	Sub-stra	nd : HEAL	THY DIET		
STRATEGIES								
			1					
Indicator (code)			B5.4.2.4					
Content standard (-		B5.4.2.4			\square		
Performance Indica	ator		Learners	can expla	ain why c	lehydratic	on impairs temperature	
			regulatio	on and phy	sical and	mental pe	erformance	
				cation and	d Collabor	ation Pers	sonal Development and	
Leadership Critical	Thinking and F	Problem Solvir	ng.		5			
Kaunanda				\rightarrow				
Keywords								
T. L .R. (s)			cones					
Ref:		PE curriculu	m Page					
2.07								
DAY	Phase 1:			Phase 2: Main			Phase 3:	
	Starter		(new learning including assessment) Plenary / Reflection				Plenary / Reflections	
	(preparing th	ie brain						
n dala	for learning)		T b a b a d	· · · · · · · · · · · · · · ·			Endular Lances 194	
Friday	Learners jog		The body is made of 75% v				End the lesson with	
	demarcated			ubricates our joints and			cool down activities	
while singing and			keeps the body temperature				and use questions to	
clapping to warm-up the		check by releasing unwanted				summarise the lesson		
body for maximal		through sweat. The brain cell is						
performance and to			ed mostly					
	prevent injur	ies			causes imbalance in the			
				ing of the	brain.			
			Personal					

Vetted by :....

Signature: Date :

	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:					Class size:	
Day :				Date :		
Period :			L	Less	on :	
Strand : The	Family, Auth	ority and	Sub-strand	l : A	uthority and Obedience	
Obedience						
Indicator (co	ode)	B5.5.1.1.1				
Content sta	ndard (code)	B5.5.1.1.			\sim	
Performanc	e Indicator	Learners can reco	ognise parer	nts a	as sources of discipline a	and character formation
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Developm Leadership Critical Thinking and Problem Solving.					ersonal Development and	
Keywords						
T. L .R. (s)		RME curriculum	Page)`	
Ref:	RME curricu	ılum Page	NC C	7		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for	dr				
Friday	learning)					M/hat have we leavet
				demonstrate how their parents What have we learnt		
learners to discipline them at home			nome			today?
	sing songs and recite					Ask learners to
	familiar	Assessment let le	arners ider	ntifv	parents as sources of	summarize the main
	rhymes	discipline and cha		-	•	points in the lesson

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
		A N I A			·····	
Strand : 001	R NATION GH	ANA	Sub-stran		esponsible Use of Resou	irces
Indicator (co	ode)	B5.4.3.1.1.				
-	ndard (code)	B5.4.3.1.				
Performanc			itify ways o	of ke	eping water bodies safe	
		tivity and Innovations of the second s		nica	tion and Collaboration P	ersonal Development and
Leadership		ig and Problem Sol	iving.	\mathbf{X}		
Keywords			2)-	~	
			N			
T. L .R. (s)		Pictures				
Ref:	OWOP curri	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ient)	Plenary / Reflections
	(preparing					
	the brain	7				
	for					
- 1	learning)					
Tuesday	Engage		•	•	g water bodies safe e.g.	What have we learnt today?
	learners to		Do not throw rubbish into water bodies, do not wash in			
	sing songs	water bodies, do	not defeca	ite ir	water bodies	
	and recite					Ask learners to
	familiar	-	-	nd c	reate poster on how to	summarize the main
	rhymes	keep water bodie	s safe			points in the lesson
		Assessment: let le	earners ide	entif	y ways of keeping water	
		bodies safe				

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

Vetted by :....

SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :			Lesson :			
Strand : Con	nposition Wri	ting	Sub-stran	1 d : L	iterary Writing	
Indicator (co	ode)	B5.4.6.1.2 B5.4	.7.1.1 B	5.4.7	7.1.2	
Content star	ndard (code)	B5.4.6.1. B5.4	4.7.1. B	5.4.7	7.1.	
Performance		The learnedThe learned	er should w er should c	publish and appreciate the articles in the journal write short poems create short prose.		
		tivity and Innovati ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rded	audios visual	
Ref:	Ghanaian La	anguage curriculu	Im			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			ient)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	topics on disabilit edit them.	let learner ty and equi s to publish	s wr ty, a the	ite simple articles on nd let other learners article in the created	What have we learnt today?

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

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TERM THREE BASIC FIVE WEEK 7

AMATHERACUAR

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending:			С	ass size:		
Day :			Date :			
					\wedge	
Period :			Lesso	1:	γ	
			5			
Strand :		Sub-str				
A. Oral Language			Presenta	tion		
B. Reading			Fluency			
C. Grammar Usage A	t Word		Adverbs	<i>i</i>		
D. Writing				ve/Expository \	-	•
E. Using Writing Con			-	sing Simple, Compound and Complex Sentences		
F. Extensive Reading	Ar	F.	Building	The Love And C	ulture Of Rea	ding
Indicator (code)	B5.1.10.3.2 B5.	2.9.1.2	B5.3.6.1.	1 B5.4.14.1.1	B5.5.9.1.1.	B5.6.1.1.1.
Content standard (code)	B5.1.10.3. B5	.2.9.1.	B5.3.6.1	B5.4.14.1.1	B5.5.9.1.	B5.6.1.1.
Performance Indicator	A. Learners of	can draw	v on prior	knowledge to	identify orgar	nisational structure
	of speech					
					-correction st	rategies to confirm
	understanding of level-appropriate texts					
	C. Learners can use adverbs to express manner					
					-	ping something
				ts and predicat	-	
				-		books and present
		•		summary of eac		
Core Competencies: Crea	•		nunicatio	n and Collabora	ition Personal	Development and
Leadership Critical Thinkir	ng and Problem Sol	lving.				

Keywords								
icywords								
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: Starter (preparing the brain for learning)	Starter (new learning including assessment) F (preparing the brain for						
Monday	Engage learners to sing songs and recite familiar rhymes	 A.ORAL LANGUAGE Have learners listen to a speech and give the written text to them to read taking note of the features. Discuss the structure of a model speech with learners: e.g. Heading Vocative Address Introduction Body In groups have pupils write and present a parallel speech. Have the class critique each group's work based on the discussed structures. Assessment: let learners identify organisational structure of speech 	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	 B.READING Have learners read the grade appropriate texts paying attention to punctuation marks, words, sentences and paragraphs. Provide questions that will guide learners in understanding the passage, e.g., What word connects paragraphs one and two? Learners use correction strategy to help them make meaning from the text as they read. Assessment: let learners use context to confirm or self-correction strategies to confirm understanding of level-	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	 Revise verbs and adverbs of place and time. 	today?
	sing songs	 Provide a passage with adverbs of manner. 	
	and recite	 Have learners identify the adverbs and their 	Ask learners to
	familiar	functions	summarize the main
	rhymes	 modifying verbs. 	points in the lesson
		E.g. Mercy ate slowly.	
		 Pair up learners to write short paragraphs using 	
		adverbs of manner.	
		 Have pairs present their work to the class for 	
		feedback.	
		Assessment: let learners use adverbs to express	
		manner	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Use pictures showing the stages of how some dishes	today?
	sing songs	are prepared.	
	and recite	Learners in groups observe the picture sequences	Ask learners to
	familiar	and write words that give information on the activity.	summarize the main
	rhymes	• Each group presents its work for discussion.	points in the lesson
		• Let learners in groups choose a domestic activity they	
		would want to give information on. (They should be	
		able to compose expository pieces of between 90 and 120 words).	
		Assessment: let learners write sentences to describe a	
		process of doing something	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
i i i di di j	learners to	• Give learners an extract from a comprehension	today?
	sing songs	passage.	
	and recite	• Guide them to identify the simple and compound	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	• Let them identify the subjects and verbs in each	points in the lesson
	,	compound sentence	•
		Assessment: let learners identify subjects and	
		predicates in compound sentences	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to	• Have learners read independently books of their	what they read to the
	choose and		whole class
	read books	• Learners think-pair-share their stories with peers.	
	during the	• 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.
Personal
Assessment: let learners read a variety of age- and
level appropriate books and present at least a-three-
paragraph summary of each book read

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SUBJECT: MATHEMATICS

CLASS: FIVE

Week Ending:					Class size:		
Day :			D	Dat	e :		
Period :			Le	Lesson :			
Strand : Data	a		Sub-strand	: D	oata Collection, Organisa	tion, Presentation,	
			Interpretatio	ion	and Analysis		
Indicator (co	ode)	B5.4.1.1.1 B5.4.3	1.1.2	<u>}</u>			
Content star	ndard (code)	B5.4.1.1. B5.4.2	1.1.				
Performance	e Indicator		an explain t	plain the difference between first-hand and second-hand			
		data					
				nd examples of second-hand data in print and electronic			
			-	ewspapers, magazines, and the internet. munication and Collaboration Personal Development and			
		tivity and Innovations of the solution of the		Icat	tion and Collaboration Pe	ersonal Development and	
Leavership C		ig and Froblem Sol	vilig.				
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematio	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main Phase 3:				Phase 3:	
	Starter	(new learning incl	uding assess	sm	ient)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						

NANA FIIFI ACC	-										
Monday	Sing songs like:	Explain first-hand data as data that you collect on your own; and second-hand data is data that has been collected and organized by somebody else								Review the lesson with Learners	
	ľm										
	counting	Mrs. A	cquaye's cla	ass s	tudie	d the	wea	ather	r. The	learners	
	one, what	measured the rainfall for 5 days (Monday to Friday). For									
	is one		ss these re								
	1 - One is	anothe	er class thes	se re	sults	are s	econ	d-ha	ind da	ita	
	one alone,										
	alone it		ment: have	lear	rners	to pr	actic	e wi	th mo	re	
	shall be.	examp	les								
Tuesday	Sing songs	Look fo	or examples	s of s	secon	d-ha	nd da	ata ii	n the		Review the lesson with
	like:	newsp	aper or wel	bsite	e; You	can	find	data	on lea	ague	Learners
		table, J	table, price list, sales, rainfall, etc.								
	ľm										
	counting	Assessment: have learners to practice with more									
	one, what	examples									
	is							<u> </u>			-
Wednesday	Sing songs	Ask learners to study the second-hand data on the							Review the lesson with		
	like:	league table and write questions for their friends to Learners							Learners		
	ľm	read and interpret the data. E.g. Which team has not									
	counting	lost in a match? Which team has won only one match									
	one, what	10									
	is one	4	Team	Ρ	W	D	L	F	Α	Pts	
	1 - One is	2	Hearts	2	2	0	0	4	1	6	
	one alone,		Kotoko	2	1	0	1	3	3	3	
	alone it	$\sum_{i=1}^{n}$	Dwafts	2	0	1	1	0	1	1	
	shall be.		Gold Feilds	2	0	1	1	0	2	1	
	2 - Two		Oold Pellds	2	0			U	2		
	pair, two										
	pair	Assessment: have learners to practice with more examples									
Thursday	Sing songs	Ask lea	rners to stu	udyt	the se	conc	l-har	nd da	ita on		Review the lesson with
-	like:		ted numbe				•				Learners
			y school ch								
	l'm		Ask them to		•		ons fo	or th	eir frie	ends to	
	counting	read ai	nd interpre	t the	e data	•					

	one, what	Number of w	Number of weekly periods in each class						
	is one		-	er prim					
	1 - One is	Subject	P4	P5 P6					
	one alone,	English	10	10	10				
	alone it	Mathematics	10	10	10				
	shall be.	National language Environmental studies	6 5	6 5	6 5				
	2 - Two	Integrated sciences	5	5	5				
	pair, two		12585	2623					
	pair come								
	pair let us	Assessment: have learners t	o practice	with m	ore				
	pair	examples							
	pan								
Friday	Sing songs	Ask learners to study the se	cond-hand	n etch	n	Review the lesson with			
Thuay	like:	suggested number of 30 min							
	like.								
	N. e.	primary school children lear							
	l'm	week. Ask them to write que							
	counting	read and interpret the data.							
	one, what								
	is one								
	1 - One is								
	one alone,	Number of							
	alone it	Cabiert		lpper pi		_			
	shall be.	Subject	P4	P	5 P6				
		English	10	10					
		Mathematics	10	10					
		National language Environmental studies	6 5	6 5	6 5				
		Integrated sciences	5	5	5				
			1,035	8545	V 542	-			
		Assessment: have learners t	o practice	with m	ore				
		examples							

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: FIVE

Week Ending:				Class size:				
Day :				Date :				
Period :					son :			
Strand : HUI	MANS AND TH	ΗE	Sub-strar	nd : [DISEASES			
ENVIRONME	INT				O_{χ}			
Indicator (co	ode)	B5.5.2.1.2						
Content sta	ndard (code)	B5.5.2.1.			. 9			
Performanc	e Indicator	Learners can ide	ntify cause	s, sy	mptoms and prevention	of cholera		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and		
-		ng and Problem So)`	·		
		1		5				
Keywords								
T. L .R. (s)		Pictures						
Ref:	Science cur	riculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections		
	(preparing the brain	71						
	for							
	learning)							
Monday	Engage	Learners watch p	ictures and	d vid	eos or images showing	What have we learnt		
	learners to	the causes, symp				today?		
	sing songs	• Invite a local he	alth office	r or s	SHEP coordinator to			
	and recite	give a presentation	on on chole	era t	o the learners.	Ask learners to		
	familiar	• Engage learner	rs, in group	s, to	discuss the causes of	summarize the		
	rhymes	cholera, using eve	eryday sce	nario	os, e.g. eating	important points of the		
		contaminated for	od and livir	ng in	a dirty environment	lesson		

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

Vetted by :	Signature:	Date :
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SUBJECT: COMPUTING

CLASS: FIVE

Week Ending:					Class size:		
Day :				Date :			
Period :				Lesson :			
Strand : INTERNET AND SOCIAL MEDIA Sub-strand : INTERNET OF THINGS (IOT)							
SUB-STRAND)						
Indicator (co	ode)	B5.6.8.1.3. B5.6.	8.1.4				
Content star	ndard (code)	B5.6.8.1. B5.6.	8.1.				
Performance	e Indicator	Learners ca	an identify	con	nponents of Internet of T	hings	
		Learners ca	an identify	the	role of smart sensors in	the Internet of Things.	
-		•		nicat	tion and Collaboration Pe	ersonal Development and	
	Critical Thinkir	ng and Problem Solv	ving.				
Keywords							
T. L .R. (s)		Lanton			\sim		
Ref:	Computing	Laptop curriculum Page		-			
NET.	Computing	cumculum rage	C	\sim			
DAY	Phase 1:	Phase 2: Main				Phase 3:	
5711	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections	
	(preparing)		
	the brain						
	for						
	learning)						
	Engage	Guide learners to	-		•	What have we learnt	
Wednesday	learners to	J J	. e.g. Hardv	ware	e, Data, Software and	today?	
	sing songs	Connectivity					
	and recite		•		e of smart sensors in	Ask learners to	
	familiar				ng and data collection	summarize the main	
	rhymes			-	e (e.g. Electronic Doors,	points in the lesson	
					at least five terms and		
		acronyms of IoT.					
			knowledge	of r	ardware such as robots		
		and sensors.					
		Accoccmontilatio	arnors idor	atif.	the role of smart		
		Assessment: let le sensors in the Inte					
				ings	•		

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

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
Strand : Vis	ual Arts		Sub-strand : Appreciating and Appraising				
Indicator (c	ode)	B5 1.4.6.3					
Content standard (code)							
Performance Indicator		Learners can develop guidelines for appreciating and appraising own and others'					
		visual artworks that reflect the topical issues in Africa					
-		tivity and Innovation ng and Problem Sol		nicat	ion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Creative Art	eative Arts curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: 2 discuss and accept a guide appraising own and/or other the guidelines suggested bel 2 identify the correct vocabu and appraising artworks; 2 agree on what to use the a to share it			sual artworks based on to use for appreciating	What have we learnt today? Ask learners to summarize the main points in the lesson	

		Assessment: let learners develop guidelines for	
		appreciating and appraising own and others' visual	
		artworks that reflect the topical issues in Africa	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	agree on the approach/method (manual/digital) to use	today?
	sing songs	in recording/documenting the appraisal process;	
	and recite	If ix a day/date for the appreciation/appraisal/jury.	Ask learners to
	familiar		summarize the main
	rhymes	Suggested Guidelines 🛛 Description of the work: The	points in the lesson
		elements in the work (e.g. dot, lines, shapes, forms,	
		colour, texture, tone), materials used (e.g. paper,	×
		pencil, clay, wood), size of the work, number of	
		objects/items in the work.	
		Subject matter: Meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming.	
		P Appraisal: What the work can be used for, likes, good	
		things in the work, beauty, social and cultural value,	
		correlation (connecting to other areas of learning). 🛛	
		Experiences to share: The design process through	
		thinking and composing, planning and making,	
		displaying and sharing, etc.	
		Assessment: let learners	
		develop guidelines for appreciating and appraising own	
		and others' visual artworks that reflect the topical	
		issues in Africa	
	7	2	

Vetted by :..... Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :	Period :			Les	son :		
Strand : Journey to Independence Sub-stra				d • 1	he 1948 Riots And After		
Strand . soc		chachee	Sub Strain	u . 1		\checkmark	
Indicator (c	ode)	B5.5.3.1.1					
Content sta	andard (code)	B5.5.3.1.					
Performanc	ce Indicator	Learners can exp	lain why p	eop	e were unhappy in the	country after the Second	
		World War			$\langle \rangle$		
Core Comp	etencies: Crea	tivity and Innovati	on Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership	Critical Thinki	ng and Problem So	lving.	$\langle \rangle$			
Keywords				\mathcal{F}			
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for						
	learning)						
Tuesday	Engage	Role play the sce	ne for learn	ners	to offer the opinions on	What have we learnt	
	learners to	the situation (wh	ether the ri	iot v	as justified or not).	today?	
	sing songs						
	and recite	Assessment: let le	earners exp	olain	why people were	Ask learners to	
	familiar	unhappy in the co	ountry after	r the	econd World War	summarize the main	
	rhymes					points in the lesson	
	Why were						
	people						
	unhappy						

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

Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:						Class si	ze:
Day :					Date :		
Period :					Lesson	:	
Strand : PHYSICAL FI	TNESS CONCEPT	S, PRINCIPLES A	AND	Sub-str	and : SAI	FETY ANI	D INJURIES
STRATEGIES							
Indicator (code)			B5.4.3.4	4.1			
Content standard (co	ode)		B5.4.3.4	1.		\frown	/
Performance Indicat	or		Learnei	s can de	escribe t	he role o	of muscle strength and
			proper	lifting in	the prev	ention o	f back injuries
-	=		municati	on and C	ollabora	tion Pers	sonal Development and
Leadership Critical Th	hinking and Prol	olem Solving.		, C	\sim		
Keywords				\sim			
Reywords							
T. L .R. (s)			cones				
Ref:		PE curriculum	Page				
DAY	Phase 1:	$\langle \rangle$	Phase 2	: Main			Phase 3:
	Starter		(new learning including Plenary / Reflection			Plenary / Reflections	
	(preparing the	brain	assessn	nent)			
	for learning)						
Friday	Learners jog ro		Teacher explains to learnersEnd the lesson			End the lesson with	
demarcated area in files		that muscles aid in movement, cool down activiti			cool down activities		
while singing and clapping to			0.	etc. Stror	•		and use questions to
warm-up the body for			and bad	k muscle	es will th	erefore	summarise the lesson
	maximal perfo	rmance and to	facilitat	e moven	nents in t	these	
	prevent injurie	es	parts o	the bod	у		

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vened by	 Signature:	Dale :

:	LESSON PLAN
	LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :				Les	son :	
Strand : The	Strand : The Family, Authority and Sub-stra				uthority and Obediend	e
Obedience						
Indicator (co	ode)	B5. 5.1.1.2				
Content sta	ndard (code)	B5. 5.1.1.			\cap	
Performanc	e Indicator	Learners can expla	ain the nee	eed to demonstrate responsible behaviour at home		
-		tivity and Innovation ng and Problem Solv		nica	ion and Collaboration	Personal Development and
Keywords						
T. L .R. (s)		Pictures)	
Ref:	RME curricu	ulum Page	2)-		
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)		£		ah thau ang ha	M/hat have use laguet
Friday	Engage learners to	Let learners identi responsible:	iry ways by	wn	ich they can be	What have we learnt
		- be a good child t	to avoid pu	nicl	mont	today?
	sing songs and recite	_	-			Ask loarnors to
	familiar	- emulate parents and other family members, etc. Ask learners to				summarize the main
	rhymes					points in the lesson
		Assessment: let le	arners exp	lain	the need to	
		demonstrate resp	onsible beł	navi	our at home	

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
					<u>_</u>	
Strand : OUF	R NATION GH	ANA	Sub-stran	d : F	arming in Ghana	\checkmark
Indicator (co	ode)	B5.4.4.1.1.				
Content star	ndard (code)	B5.4.4.1.				
Performance	e Indicator	Learners can part	icipate in t	rans	planting seedlings	
-		tivity and Innovation ng and Problem Sol		nica	tion and Collaboration P	ersonal Development and
Keywords			C	-ر		
T. L .R. (s)		Pictures				
Ref:	OWOP curri	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Tuesday	learning)					M/h at have use leavet
Tuesday	Engage	Learners prepare	-		-	What have we learnt
	learners to	boxes/pots/trays,			-	today?
	sing songs and recite				l or plant medium; nd water ready for	Ask learners to
	familiar	seedlings	rect spacif	ig al	iu watel leauy lui	summarize the main
	rhymes	-	arnore do	ccrib	e transplanting of	points in the lesson
	mymes	seedlings		SCIIL		

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

Vetted by :....

Signature: Date :

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending:					Class size:	
Day :				Dat	e :	
Period :				Les	son :	
					\sim	\checkmark
Strand :			Sub-strar	d · I	etter Writing	
Composition	Writing		Sub-Strai	iu . I		
Indicator (co		B5.4.7.1.3 B5.	4.8.1.1	B5.4	.8.1.2	
Content star	ndard (code)	B5.4.7.1. B5.	4.8.1.	B5.4	1.8.1.	
Performance	e Indicator	The learn	er should v	vrite	a short and simple play	
				comp	rehend and discuss the p	process in writing good
		semi-form		write semi-formal letters using controlled composition.		
Core Compe	tencies: Crea					ersonal Development and
		ng and Problem So				
Keywords						
T. L .R. (s)		Manila cards ma	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	nguage curriculum				
Ner.	Ghanalan La					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essn	nent)	Plenary / Reflections
	(preparing the brain					
	for					
learning)						
	Engage • Allow learners to watch a			simp	ole play.	What have we learnt
leaners to • Discuss the play with lea		y with learn	ners	and bring out its	today?	
	sing songs	features.				
	and recite familiar		e of the fea	ture	s of a play on the board	
	rhymes	as a guide.				

	• Ask learners to write a simple play of at least three characters, one of the plays may be dramatised in class and be discussed.	Review the lesson with learners
Engage leaners		What have we learnt today?
sing son and recite familiar rhymes	Structure and reactines.	~
	 Discuss the process involved in writing a semi-formal letter. Assist learners to understand the process in writing good semi-formal letters 	Review the lesson with learners
	Assessment: let learners identify the process in writing good semi-formal letters	
Engage leaners sing son and recite familiar rhymes	^{gs} controlled composition.	What have we learnt today?
	Assessment: let learners write semi-formal letters using controlled composition	Review the lesson with learners

Vetted by :..... Date :

TERM THREE BASIC FIVE WEEK 8

AMAFIIFIACUAHSCHOOL

SUBJECT: ENGLISH LANGUAGE

CLASS: FIVE

Week Ending:			Class size:		
Day :		Dat	e :		
.		<u> </u>			
Period :		Les	son :	\bigcirc	
				\mathbf{y}	
			\sim		
			$\langle \rangle$		
Strand :		Sub-strand :	\mathcal{N}		
A. Oral Language		A. Preser	itation		
B. Reading		B. Summ	arising		
C. Grammar Usage A	t Word	C. Idioma	tic Expressions		
D. Writing		D. Letter	Writing		
E. Using Writing Con	. \ X	-	Simple, Compound	-	
F. Extensive Reading		F. Buildir	ng The Love And Cu	Ilture Of Readi	ng
					77.0.1.1
Indicator (code)			7.1.1 B5.4.14.2.1		B5.6.1.1.1.
Content standard (code) Performance Indicator		2.10.1. B5.3		B5.5.9.1.	B5.6.1.1.
Performance Indicator		-	select facts and ic ppropriate to the p		
	culture	Shift Sources, a	ppropriate to the p	pulpose, auule	ence, context and
		an summarise	level-appropriate t	·exts/nassages	orally
			plain and use idiom		-
		• •	t incidence or eve	-	-
			o school) and make		
			jects and predicate	-	-
			ty of age- and leve		
	at least a-	three-paragrap	h summary of each	n book read	
Core Competencies: Crea	tivity and Innovation	on Communica	tion and Collaborat	tion Personal [Development and
Leadership Critical Thinki	ng and Problem Sol	lving.			

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

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

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

Vetted by :.... Signature: Date :

MMATHINACULATION

SUBJECT: MATHEMATICS

CLASS: FIVE

Day: Date: Period: Lesson: Strand: Data Sub-strand: Data Collection, Organisation, Presentation, Interpretation and Analysis Indicator (code) B5.4.1.2.1 B5.4.1.2. B5.4.1.2.2 Content standard (code) B5.4.1.2. Performance Indicator • Learners can draw double bar graphs, complete with title, labelled axes, I or legend, to represent data collected (up to 3 pairs of categories of d and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and to internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Week Endin	g:				Class size:		
Strand : Data Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis Indicator (code) B5.4.1.2.1 B5.4.1.2.2 Content standard (code) B5.4.1.2. B5.4.1.2.2 Performance Indicator • Learners can draw double bar graphs, complete with title, labelled axes, I or legend, to represent data collected (up to 3 pairs of categories of d and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and t internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections	Day :				Dat	e :		
Strand : Data Sub-strand : Data Collection, Organisation, Presentation, Interpretation and Analysis Indicator (code) B5.4.1.2.1 B5.4.1.2.2 Content standard (code) B5.4.1.2. B5.4.1.2.2 Performance Indicator • Learners can draw double bar graphs, complete with title, labelled axes, I or legend, to represent data collected (up to 3 pairs of categories of d and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and t internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (preparing Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections								
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Interpretation and Analysis Indicator (code) B5.4.1.2.1 B5.4.1.2.2 Content standard (code) B5.4.1.2. B5.4.1.2. Performance Indicator • Learners can draw double bar graphs, complete with title, labelled axes, I or legend, to represent data collected (up to 3 pairs of categories of data and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and to internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Keywords Counters Phase 1: Phase 1: Phase 2: Main (new learning including assessment) (new learning including assessment) Phase 3: Plenary / Reflections	Period :				Les	son :		
Interpretation and Analysis Indicator (code) B5.4.1.2.1 B5.4.1.2.2 Content standard (code) B5.4.1.2. B5.4.1.2. Performance Indicator • Learners can draw double bar graphs, complete with title, labelled axes, I or legend, to represent data collected (up to 3 pairs of categories of data and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and to internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Keywords Counters Phase 1: Phase 1: Phase 2: Main (new learning including assessment) (new learning including assessment) Phase 3: Plenary / Reflections								
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and use it to solve problems • Learners can identify examples of double bar graphs used in a variety print and electronic media, such as newspapers, magazines, and t internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Plenary / Reflections Plenary / Reflections				d, to represent data collected (up to 3 pairs of categories of data				
print and electronic media, such as newspapers, magazines, and t internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (new learning including assessment) Plenary / Reflections				-	o solve problems			
internet. Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) (preparing			Learners c	an identify	/ ex	amples of double bar gr	aphs used in a variety of	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Plenary / Reflections			print and	electronic	m	edia, such as newspap	ers, magazines, and the	
Leadership Critical Thinking and Problem Solving. Keywords T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Starter (new learning including assessment) Plenary / Reflections			internet.					
Keywords Counters T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main Starter (new learning including assessment) Phase 3: (preparing Plenary / Reflections	Core Compe	tencies: Crea	tivity and Innovatio	on Commur	nica	tion and Collaboration Pe	ersonal Development and	
T. L.R. (s) Counters Ref: Mathematics curriculum Page DAY Phase 1: Phase 2: Main (new learning including assessment) Phase 3: Vertications Plenary / Reflections	Leadership C	Critical Thinkir	ng and Problem Sol	ving.				
Ref:Mathematics curriculum PageDAYPhase 1:Phase 2: MainStarter(new learning including assessment)Phase 3:(preparingPlenary / Reflections	Keywords							
Ref:Mathematics curriculum PageDAYPhase 1:Phase 2: MainStarter(new learning including assessment)Phase 3:(preparingPlenary / Reflections	T. L .R. (s)		Counters					
DAY Phase 1: Phase 2: Main Starter (new learning including assessment) Plenary / Reflections (preparing		Mathematic		2				
Starter (preparing(new learning including assessment)Plenary / Reflections				-				
(preparing	DAY	Phase 1:	Phase 2: Main				Phase 3:	
the brain			(new learning incl	uding asse	essm	nent)	Plenary / Reflections	

	for learning)					
Monday	Sing songs like:	mm for two	ts data presente towns to draw th title, labelled	a double bar gr		Review the lesson with Learners
	I'm counting		January	February]	
	one, what	Kumasi	5	10	-	
	is one 1 - One is	Oda	3	10		
	one alone, alone it shall be. 2 – Two pair, two pair come pair let us pair	examples	have learners t	April May June s	more	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is	Ask them to them question questions fo data. For ins subject was many pupils (iii) When wa	s more paired of study the paire ons based on th r their friends to tance some que Fusena's worse are in the uppe as the best day have learners to	d data in the ta em. Also ask th o read and inte estions can be (performance? r primary classe for Senasco sho	ibles and ask nem to write rpret the i) In which (ii) How es in Presby? op?	Review the lesson with Learners
		examples				
Wednesday	like:	title, labelled the tables or	s to draw doub d axes, key for t n (i) percentage	he paired data test scores of 2	presented in 2 students;	Review the lesson with Learners
	l'm	• •	nt in 2 schools in schools in 2 woo		of two of	
	counting	breau in two	shops in a wee	κ, Ειι.		

1 '		 test scores 	of 2 studer	nts							
	one, what is one	1, 1001 000100	or a occurrent		Gha	naian		Social]		
		Student	Maths	English		guage	Science	Studies			
	1 - One is	Fusena	75	60	8	3 <mark>0</mark>	60	65			
	one alone,	Alidu	55	70	7	75	70	55]		
	alone it	(ii) enrollmen	t in 2 schoo	l in a town							
	shall be.	School	P1	P2	P3	P4	P5	P6]		
	2 - Two	Presby	35	30	40	30	35	45	-		
	pair, two	Roman	45	50	55	50	65	60	J		
	pair come	(iii) Sales of br	ead in two	shops in a	week						
	pair let us	Shop	Monday	Tuesday	/ W	ednesda	y Thurs	day Frid	ау		
	pair	Abijak	25	22		20	24	24	ł		
1	3 - Turn	Senasco	25	18		16	22	26			
	around								\sim	~	
, I,	4 - Follow	Basic sch	ool enr	ollmen	t in (Ghana	from	2010 to	2013		
, I,	me	400000]		
	5 - Fire	350000	o					-			
		300000	0				-				
		2500000									
		150000									
		50000		1							
		-565455365455	o 📕								
			200	08 200 Prescho			2011 2 ≡ Prima		013 HS		
						PERINTS V					
		Assessme		e learne	rs to	prac	tice wit	h more	2		
		examples									
Thursday S	Sing songs	Provide o	pportu	nities fo	or lea	rners	to acc	ess, rea	d and	Review the lesson with	
	like:	interpret e	-			-	-		а	Learners	
	I'm	variety of	-								
,	counting	newspape	ers, mag	azines	and	the in	ternet				
	one, what	Accore	nti hava	loorna	rc +-	nrac	H.co!+	hmara			
	is one	Assessme examples	nt: nave	ellearne	15 10	prac	lice wit	ii more			
	Sing songs	Provide o	nportu	nities fo	or lea	rners	to acc	oss rea	d and	Review the lesson with	
•	like:	interpret e						•		Learners	
		variety of									
	ľm	, newspape	-								
		-	-								
	counting	Assessme	nt: have	e learne	rs to	prac	tice wit	h more	2		
·		examples									
1											

Vetted by :..... Date :

SUBJECT: SCIENCE

CLASS: FIVE

Week Endir	ng:				Class size:	
Day :				Date :		
Period :			Less	on :		
	MANS AND TH		Cub stron			
		16	Sub-stran	1 a : 5	CIENCE AND INDUSTRY	\sim
ENVIRONMENT						
Indicator (c	ode)	B5.5.3.1.1				
-	indard (code)	B5.5.3.1.				
Performanc	ce Indicator	Learners can ide	entify the	raw	materials used in some	e local industries (kenkey
		production, gari p	production	, cera	mic and pottery produc	tion)
Core Comp	tivity and Innovation	on Commu	inicat	ion and Collaboration P	ersonal Development and	
Leadership	Critical Thinkin	ng and Problem So	lving.)-		
Konworde			~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~			
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	essm	ent)	Plenary / Reflections
	(preparing	2				
	the brain	0				
	for					
	learning)					
Monday Engage Take learners to a local gari, kenkey, sh		• •	What have we learnt			
	learners to	U ,	•		carpentry or pottery	today?
	sing songs	production site o				
	and recite	Learners observ	•		•	Ask learners to
	familiar	materials used in	the variou	is ind	ustries.	summarize the
	rhymes					important points of the
				entify	the raw materials used	lesson
		in some local indu	ustries			

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

Vetted by :....

Signature: Date :

AMATHINA

SUBJECT: COMPUTING

CLASS: FIVE

Week Endin	g:				Class size:		
Day :				Date	:		
Period :				Less	on :		
Strand : INTI	ERNET AND S	OCIAL MEDIA	Sub-stran	nd : D	GITAL LITERACY		
SUB-STRAND)						
Indicator (co	-		5.6.4.9.1.2				
	ndard (code)	B5.6.4.9.1. B5.6.4.9.1.					
Performance	e Indicator			•	vate and personal inform		
				s vari	ous techniques on onli	ne protection from online	
		identity theft					
-		tivity and Innovations and Problem So		inicat	ion and Collaboration P	ersonal Development and	
Leavership		ig and Problem So	ivilig.	1	\sim		
Keywords							
			- (1			
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing the brain						
	for	\mathcal{N}					
	learning)						
	Engage	Encourage learne	ers to tell vo	ou wł	hat they know about	What have we learnt	
Wednesday		_	-		online. Ask leading	today?	
	sing songs				points they could not		
	and recite	make out				Ask learners to	
	familiar					summarize the main	
	rhymes	Guide learners to	discuss se	curity	measures online such	points in the lesson	
		as logging out aft	er browsin	g, etc	;		
					various techniques on		
		online protection	from onlin	ne ide	ntity theft		
Vetted bv :			Sig	natu	e:	Date :	

SUBJECT: CREATIVE ARTS

CLASS: FIVE

Week Endin	g:			Class size:	
Day :			Da	ate :	
Period :			Le	esson :	
Strand : Per	forming Arts		Sub-strand :	Appreciating and Apprais	ing
					0
Indicator (co	ode)	B5 2.4.6.3			
Content sta	ndard (code)	B5 2.4.6.			
Performanc	e Indicator	Learners can deve	lop guidelin	es for appreciating and ap	praising own and others'
		performing artwor	ks that refle	ct topical issues in Africa	
-				ation and Collaboration Po	ersonal Development and
Leadership (Critical Thinkii	ng and Problem Solv	ring.	2,	
Keywords			N N	-	
			\sim		
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	iding assess	ment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
,	learners to	I discuss and acce	pt a guide fo	r analysing and	today?
	sing songs	appreciating/appra			
	and recite	compositions and	performance	es on the guide guidelines	Ask learners to
	familiar	suggested below;			summarize the main
	rhymes	I identify the corre	ect vocabula	ry to use for appreciating	points in the lesson
		and appraising mu	sic, dance ar	nd drama; 🛛 agree on	
		what to use the ap	praisal repo	rt for and how to share it	

Iearners to ☑ agree on the approach/method (manual/digital) to today? sing songs use in recording/documenting the appraisal process; today? and recite ☑ fix a day/date for the appreciation/appraisal/jury. Ask learners to familiar summarize the mai			Assessment: let learners develop guidelines for	
Wednesday Engage learners to Learners are to: What have we learn today? Sing songs and recite familiar Image on the approach/method (manual/digital) to use in recording/documenting the appraisal process; What have we learn today? Suggested guidelines Image in the appreciation/appraisal/jury. Ask learners to summarize the mai points in the lesson Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. Image in the lesson Image in the interpretation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Image interpretation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' Assessment:			appreciating and appraising own and others'	
learners to sing songsImage on the approach/method (manual/digital) to use in recording/documenting the appraisal process; and recitetoday?and reciteImage in recording/documenting the appraisal process; and reciteAsk learners to summarize the main points in the lessonfamiliarSuggested guidelines Image Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.Ask learners to summarize the main points in the lessonImage Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.Image Dana: Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'Assessment:			performing artworks that reflect topical issues in Africa	
sing songs and recite familiaruse in recording/documenting the appraisal process; If ix a day/date for the appreciation/appraisal/jury.Ask learners to summarize the mai points in the lessonfamiliar rhymesSuggested guidelines Images Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.Ask learners to summarize the mai points in the lessonImages Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.Images Dance: the context of the appreciation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'Assessment:	Wednesday	Engage	Learners are to:	What have we learnt
and recite familiarIf ix a day/date for the appreciation/appraisal/jury.Ask learners to summarize the mail points in the lessonrhymesSuggested guidelines I Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. I Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. I Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'		learners to	I agree on the approach/method (manual/digital) to	today?
familiar rhymesSuggested guidelinessummarize the mail points in the lessonImage: Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.points in the lessonImage: Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.Image: Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'Image: Summarize the mail points in the lesson		sing songs	use in recording/documenting the appraisal process;	
rhymesSuggested guidelinespoints in the lessonID Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.points in the lessonID Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.ID rama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'Points in the lesson		and recite	If ix a day/date for the appreciation/appraisal/jury.	Ask learners to
 Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music. Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' 		familiar		summarize the main
 harmony and blending of parts, interpretation, the elements and knowledge of music. Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' 		rhymes	Suggested guidelines	points in the lesson
 elements and knowledge of music. Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' 			Image: Music: theme, voice production and diction,	
 Dance: theme, entrance/exit, movement variation, gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' 			harmony and blending of parts, interpretation, the	
gestures, creativity, makeup, movement in relation to singing and drumming, costume, props, energy, stage use, stage setting and dynamics.Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.Assessment: let learners develop guidelines for appreciating and appraising own and others'			elements and knowledge of music.	~
singing and drumming, costume, props, energy, stage use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others'			Dance: theme, entrance/exit, movement variation,	
use, stage setting and dynamics. Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others'			gestures, creativity, makeup, movement in relation to	
 Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others' 			singing and drumming, costume, props, energy, stage	
projection, diction, use of space, aesthetics, creativity. Assessment: let learners develop guidelines for appreciating and appraising own and others'			use, stage setting and dynamics.	
Assessment: let learners develop guidelines for appreciating and appraising own and others'			Drama: characterisation, makeup, gestures, voice	
appreciating and appraising own and others'			projection, diction, use of space, aesthetics, creativity.	
appreciating and appraising own and others'			Assessment: let learners develop guidelines for	
performing artworks that reflect topical issues in Africa			appreciating and appraising own and others'	
			performing artworks that reflect topical issues in Africa	
/etted by : Date : Date :	etted by :			Date :

SUBJECT: HISTORY

CLASS: FIVE

Week Ending:				Class size:		
Day :				Date :		
Period :				Lesson :		
Strand : Jo	urney to Indep	endence	Sub-stran	d : The 1948 Riots And	l After	
				C	\bigcirc	
Indicator (code)		B4.5.3.1.2				
Content standard (code)		B4.5.3.1.				
Performan	nce Indicator	Learners can exa	mine sourc	es of evidence about v	what happened during the 194	
		riots		\sim		
Core Comp	petencies: Crea	tivity and Innovati	on Commu	nication and Collaborat	tion Personal Development and	
Leadership	o Critical Thinkii	ng and Problem So	lving.	Sr.		
Keywords				<i>F</i>		
			\sim			
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding asse	ssment)	Plenary / Reflections	
	(preparing					
	the brain	2				
	for					
	learning)					
Tuesday	Engage	-		ing the routes that we		
	learners to	approved for the			today?	
	sing songs		•	ate what happened du	-	
	and recite	the 1948 riots an	d discuss it	afterwards	Ask learners to	
	familiar				summarize the main	
	rhymes			rate what happened d	uring points in the lesson	
		the 1948 riots an	d afterward	S		
	Who were					
	the ex-					

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

Vetted by :....

onaure: Signature: Date :

SUBJECT: PHYSICAL EDUCATION

CLASS: FIVE

Week Ending:					Class size:			
Day :					Date :			
Period :				Lesson :				
Strand : PHYSICAL	FITNESS CONC	EPTS, PRINCI	PLES AND Sub-strand : SAFETY AND INJURIES			IES		
STRATEGIES								
Indicator (code)			B5.4.3.4.2	:				
Content standard			B5.4.3.4.		(
Performance Indic	ator		Learners	can list fac	tors that d	ause injur	ies when using PE	
			equipmer	nt				
Core Competencies: Creativity and Innovation				cation and (Collaboratio	on Persona	l Development and	
Leadership Critical	Thinking and I	Problem Solvi	ng.	, C	\sim			
Keywords								
T. L .R. (s)			cones	9.				
Ref:		PE curriculu	um Page					
DAY	Phase 1:		Phase 2: N	Main			Phase 3:	
	Starter		(new learning including assessment)			Plenary /		
	(preparing th	ne brain	Reflections			Reflections		
	for learning)							
Friday	Learners jog	round a	Teacher e	explains tha	t injuries m	nay occur	End the lesson	
	demarcated	area in files	when the	learner had	d not gone t	through	with cool down	
	while singing	g and	proper wa	arm-up and	stretching.	Warm up	activities and use	
	clapping to v	varm-up the	prevents	injuries to t	he muscles	and the	questions to	
	body for max	kimal	joints, inc	reases the e	elasticity in	the	summarise the	
	performance	e and to	muscles t	o adapt to t	he ensuing	vigorous	lesson	
	prevent inju	ries	activities.	Teacher sh	ould ensur	e that the		
			environm	ent and the	equipmen	t are safe		
			for use.					

Vetted by :....

Signature: Date :

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: FIVE

Week Endin	Week Ending:			Class size:			
Day :			Da	Date :			
Period :			Le	Lesson :			
Strand : The	Family, Auth	ority and	Sub-strand :	Authority and Obediend	e		
Obedience							
Indicator (code) B5. 5.1.1.2							
Content sta	ndard (code)	B5. 5.1.1.					
Performanc	e Indicator	Learners can expla	ain the need t	o demonstrate respons	ble behaviour at home		
Core Compe	tencies: Crea	tivity and Innovatio	n Communica	ation and Collaboration	Personal Development and		
Leadership (Critical Thinkir	ng and Problem Solv	ving.				
		1					
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inclu	uding assessi	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	In groups, let learr	ners write ess	ays on how to become	What have we learnt		
	learners to	responsible adults			today?		
	sing songs	 Let learners pres 	sent their wo	ks to the class for			
	and recite	appreciation and c	discussion		Ask learners to		
	familiar				summarize the main		
	rhymes	Assessment: let lea	arners write e	essays on how to	points in the lesson		
		become responsib	le adults				

Vetted by :..... Date :

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: FIVE

Week Ending:				Class size:			
Day :				Date :			
Period :				Les	son :		
Strand : MY GLOBAL COMMUNITY Sub-str			Sub-stran	d : (Our Neighbouring Count	ries	
					\sim		
Indicator (co	ode)	B5.5.1.1.1.					
Content standard (code) B5.5.1.1.							
Performance Indicator Learners can describe the economic exchanges between Ghana and her			Ghana and her neighbours				
-		tivity and Innovation ng and Problem Solv		nica	tion and Collaboration P	ersonal Development and	
ceduciship			ning.	Ľ)`		
Keywords							
T. L .R. (s)		Pictures					
Ref:	OWOP curri	culum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asso	essm	ient)	Plenary / Reflections	
	(preparing	\sim					
	the brain	7					
	for						
	learning)						
Tuesday	Engage	•	-		f economic exchanges	What have we learnt	
	learners to	between Ghana an	nd her nei	ghbo	ours e.g. trade, work	today?	
	sing songs						
	and recite	Learners describe	the types	of g	oods exchanged	Ask learners to	
	familiar	between Ghana an	nd her nei	ghbo	ours e.g. tomatoes,	summarize the main	
	rhymes	onions, clothes				points in the lesson	
		Assessment: let lea	arners				

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

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SUBJECT: GHANAIAN LANGUAGE

CLASS: FIVE

Week Ending	g:				Class size:	
Day :				Date :		
Period :			Lesson :			
Strand : Composition Writing		Sub-strand	d : L	etter Writing		
Indicator (code) B5.4.8.1.3					. 5	
Content standard (code) B5.4.8.1.						
Performance IndicatorThe learner should			ld write goo	od se	emi-formal letters.	
		tivity and Innovation ng and Problem So		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc				Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	 Read a semi-for Guide learners Assessment: let le write good semi-former 	to write goo earners	od s	arners. emi-formal letters	What have we learnt today? Review the lesson with learners

	Deadle and frameliation to be seen	M/hat have use laavet
Engage	 Read a semi-formal letter to learners. 	What have we learnt
leaners to	 Guide learners to write good semi-formal letters 	today?
sing songs	C C	
and recite		
familiar	Assessment: let learners	
rhymes	write good semi-formal letters.	Review the lesson with
	0	learners
Engage	 Read a semi-formal letter to learners. 	What have we learnt
leaners to	 Guide learners to write good semi-formal letters 	today?
sing songs	-	
and recite		
familiar	Assessment: let learners	×
familiar	write good semi-formal letters.	Review the lesson with
rhymes		learners

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Signature: Date :

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TERM ONE BASIC SIX WEEK 1

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SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:		Class size:			
Day :	Dat	ie :			
Period :	les	son :	\sim		
	200		\sim)`	
			\mathcal{Q}		
		cC			
Strand :	Sub-strand :	\sim			
A. Reading	A. Phonic	cs			
B. Grammar Usage at Word	B. Nouns	ouns			
C. Writing	C. Penma	anship and Har	ndwriting		
D. Using Writing Conventions/	D. Using	Capitalisation	l		
E. Extensive Reading	E. Buildir	ng the Love an	nd Culture	of Reading	
Indicator (code) B6.2.2.1.1			6.5.1.1.1.	B6.6.1.1.1.	
Content standard (code) B6.2.2.1.		-	5.5.1.1	B6.6.1.1	
	ers can read word	-	-	like "sure" a	is in measure;
	as in creature and				
	ers can identify and		•		
	ers can write with a	-	-		riting style
	ers can follow appr	•			
	ers can read and cr				-
-	resent a one-page	critical commo	nentary ba	sed on a set	of criteria, on
	ook read				
Core Competencies: Creativity and Innov		tion and Collal	aboration I	Personal Dev	elopment and
Leadership Critical Thinking and Problem					
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	 B.READING Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. Guide learners to play the Pick and Read game to practise reading the target words. Have groups write sentences with the target words and read out the sentences to the class. Assessment: let learners write sentences with the target words and read out the sentences to the class. 	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 Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch. Guide learners to play the Pick and Read game to practise reading the target words. Have groups write sentences with the target words and read out the sentences to the class. Assessment: let learners write sentences with the target words and read out the sentences to the class 	What have we learnt today? Ask learners to summarize the main points in the lesson					
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR Identify and use nouns or noun phrases to describe conditions. Assessment: let learners use nouns or noun phrases to describe conditions.	What have we learnt today? Ask learners to summarize the main points in the lesson					
Thursday	Engage learners to sing songs	D.WRITING • Have learners select sentences from their readers.	What have we learnt today?					

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

Vetted by :	Signatur	e:	Date :
	:	LESSON PLAN	

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending:					Class size:	
Day :			Dat	Date :		
Period :				Lesson :		
Strand : Number Sub-stran			d : C	Counting, Representation,	, Cardinality & Ordinality	
Indicator (co	-	B6.1.1.1.1				
Content standard		B6.1.1.1.		\mathcal{F}		
(code) Performance	e Indicator	Learners can model number quantities up to 1,000,000 using graph sheets and multi-				
renormanes		base block				
Core Compe	tencies: Crea	ativity and Innovati	on Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (Critical Thinki	ng and Problem So	lving.			
Keywords						
Reywords						
T. L .R. (s)		Counters				
Ref:	Mathemati	cs curriculum Pag	e			
		-				-
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including asse			ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Monday	Sing songs	Ask nunils to mod	lel number	uns	ntities up to 1000,000	Review the lesson with
wornday	like:			-	materials. For instance,	Learners
		with multi-base b				

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	ľm	10,000; a flat = 100,000 and a block = 1,000,000;	
	counting	learners model 436,000 with the appropriate materials	
	one, what		
	is one	Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Ask pupils to model number quantities up to 1000,000	Review the lesson with
	like:	using graph sheets or multi-base materials. For instance,	Learners
		with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000;	
	ľm	learners model 436,000 with the appropriate materials	
	counting	icamers model 450,000 with the appropriate materials	
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Wednesday	Sing songs	Ask pupils to model the number 137,000 shading graph	Review the lesson with
	like:	sheet square as shown below	Learners
		- the second	
	ľm		
	counting		
	one, what		
	is one		
	1 - One is	100,000 10,000 1000	
	one alone,	cO^{-1}	
	alone it		
	shall be.	10,000 100,000	
	5		
		Assessment: have learners to practice with more	
		examples	
Thursday	Cing comp-	Cive learners teacher make taken eurreneur actor (*10	Review the lesson with
Thursday	Sing songs	Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask	
	like:	them work out how many will be required to model	Learners
		given amounts up to ¢1,000,000; e.g. ¢123,480	
	ľm		
	counting		
	one, what		
	is one		

	1 - One is one alone, alone it shall be.	¢ 100 ¢ 500	
Friday	Sing songs like: I'm	Assessment: have learners to practice with more examples Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to ¢1,000,000; e.g. ¢123,480	Review the lesson with Learners
	counting one, what is one 1 - One is one alone, alone it shall be.	é10 é500 é500 Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more	Review the lesson with Learners
	is one	examples	

Vetted by :..... Date :

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

 Learners give reasons for their classifications 	
Assessment: let learners identify the similarities between the roots of the various plants.	

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:						Class s	ize:
Day :					Date :		
Period :			Lesson :				
Strand : Europeans in Ghana				Sub-str	and : Im	pact of	European Presence
Indicator (code)			B6.3.4.	1.1			
Content standard	code)		B6.3.4.	1.			
Performance Indica	ator			rs can a t to Gha		ne char	nges that the European presence
Core Competencies Leadership Critical				nmunica	tion and	l Collabo	oration Personal Development and
Keywords							
T. L .R. (s)			Pictures				
Ref:	Н	listory cu	urriculum Page				
DAY	Phase 1:	\sim	Phase 2: Main				Phase 3:
	Starter		(new learning including			Plenary / Reflections	
	(preparing th	he brain	assessment)				
	for learning)						
Tuesday	Engage learr	ners to	Show and discuss a			What have we learnt today?	
	sing songs ar	nd	documentary of European		ean		
recite familiar		presence in Ghana			Ask learners to summarize the		
rhymes						main points in the lesson	
			Assessr	nent: lei	learner	S	
				n the ch			
				an prese	-		
			Ghana.				

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:					Class size:		
Day :				Dat	e :		
Period :					son :		
Strand : ALL	ABOUT US		Sub-stran	d : N	lature of God		
Indicator (co	ode)	B6.1.1.1 .1			\sim	*	
Content star	ndard (code)	B6.1.1.1.					
Performance	e Indicator	Learners can deso	cribe the at	ttrib	utes of God		
-		-		nica	tion and Collaboration P	ersonal Development and	
Keywords	Lritical Ininkir	ng and Problem Sol	ving.	-			
Reywords				\mathcal{L}			
T. L .R. (s)		Pictures	\sim	F			
Ref:	Our World (Our People curricu	ılum Page				
			(Y)				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain for	$\mathcal{A}_{\mathcal{I}}$					
	learning)	$\langle \rangle$					
Tuesday	Engage	Learners in group:	s discuss th	ne at	tributes of God e.g.	What have we learnt	
	learners to	love, patience, me	erciful, Om	nisc	ent- All-knowing.	today?	
	sing songs						
	and recite	Learners role play	scenarios	to r	eflect the attributes of	Ask learners to	
	familiar	God in their lives.				summarize the main	
	rhymes						
		Assessment: Let I	learners de	scri	be the attributes of God		
Thursday	Engage					What have we learnt	
	learners to	Learners write ess	says on the	att	ibutes of God in	today?	
	sing songs	relations to thems	selves.				

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

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Signature: Date :

MMATHINACUMHSCHOOL

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	ig:			Class size:			
Day :			Da	te :			
Period :			Les	son :			
Strand : MC	TOR SKILLS AN	D MOVEMENT Sub-str	and :				
PATTERNS							
Indicator (c	ode)	B6.1.1.1.1:					
Content sta	ndard (code)	B6.1.1.1.					
Performanc	e Indicator	Learners can jump for dis	ance	landing on both feet ar	d bending the hips, knees,		
		and ankles to reduce the	impao	t force.			
-		-	unica	tion and Collaboration P	ersonal Development and		
Leadership	Critical Thinking	g and Problem Solving.					
Keywords							
Reywords							
T. L .R. (s)		cones					
Ref:	PE curriculum						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including a	ssess	ment)	Plenary / Reflections		
	(preparing						
	the brain						
	for learning)						
Friday	Learners jog	After warm up activities,	earne	ers perform long jump	What have we learnt		
	round a	by:			today?		
	demarcated	i. Practicing approach rur					
	area in files	ii. Practicing approach rui	n and	single take off with a	Use answers to		
	while singing	comfortable foot.			summarise the lesson.		
	and clapping	iii. Practice landing on bo	h fee	t with emphasis on			
	to warm-up	bending the hips, knees, a	and ar	kles to reduce the			
	the body for	impact force.					
	maximal	iv. Learners practice at th	eir ov	n pace base on their			
	performance	abilities.					

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and to	v. Learners cool down to end the lesson
preven	
injuries	

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MANAFIERACUARISCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:		
Day :				Dat	e :		
Destant				-			
Period :				Les	son :		
Strand · Goo	His Creation	and Attributes	Sub-stran	d • 6	od the Creator		
				u . (
Indicator (co	ode)	B6. 1.1.1.1				\vee	
Content star	ndard (code)	B6. 1.1.1.			\sim		
Performance	e Indicator	Learners can descr	ribe the n	atur	e of God through His att	ributes	
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	ion and Collaboration P	ersonal Development and	
-		ng and Problem Solv					
				(
Keywords			•		K.		
)		
T. L .R. (s)	1	Pictures		<u>٦</u>			
Ref:	RME curricu	ilum Page	R				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing		0				
	the brain						
	for						
	learning)	Y -					
Friday	Engage	 Let learners list tl 	he attribu	ites	of God: love, patience,	What have we learnt	
	learners to	-	merciful, Omniscient (All-knowing), etc.				
	sing songs		ide learners to discuss the attributes of God in				
	and recite	English and local la				Ask learners to	
	familiar	- • •			ify the attributes of	summarize the main	
	rhymes	God that are prese	ent in hum	ank	nd: love, patience,	points in the lesson	
		merciful, etc.					
		Assessment: let lea	arners ide	ntifv	the attributes of God		
		that are present in					

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:					Class size:		
Day :				Dat	e :		
Period :				Lesson :			
Strand : INTE	RODUCTION	IO COMPUTING			SENERATION OF COMPU	TERS AND PARTS OF A	
Indianta <i>n (</i> aa	de)	B6.1.1.1.1 B6.	1.1.1.2	ER A	ND OTHER GADGETS		
Indicator (co	-		1.1.1.2				
Performance	ndard (code)			ا ما:	he Concretion of Comm		
Periormance					he Generation of Compu		
				•	omponents of a comp	outer System: Hardware,	
Corro Corroro	tonsion Cros	Software a			tion and Collaboration D	averal Development and	
		ng and Problem Sol		IIICa		ersonal Development and	
Keywords					\mathcal{N}		
					K .		
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding ass	essn	ient)	Plenary / Reflections	
	(preparing						
	the brain	K.					
	for						
	learning)					M/hat have use leavet	
	Engage				neration of Computers.	What have we learnt	
Wednesday	learners to	Microprocessors	•	•		today?	
weunesuay	sing songs and recite	Minicomputers a			•	Ask learners to	
	familiar	Microcomputers, Mobile Phones, etc				summarize the main	
	rhymes	Guide learners to	identify H	ardu	vare (input, output,	points in the lesson	
	mymes	storage and comr	points in the lesson				
		discuss the comp					
					ited to definition level.		
		Assessment: Let l	earners ic	lenti	y components of a		
		Computer System			, .		
Vetted by :		· · · · ·		gnatu	ire:	Date :	

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endir	ng:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : Vis	ual Arta	Sub stra		Thinking and Exploring Id	
Stranu : VIS	udi Alts	Sub-Sila	nu :	THINKING AND EXPLOTING ID	eas
Indicator (c	ode)	B6 1.1.1.1			
-	indard (code)	B6 1.1.1.			
Performance		Learners can explore and	study	the artworks of some i	nternational visual artists
		and analyse how their	-		
		communities in the world		N'	
Core Comp	etencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
Leadership	Critical Thinkin	ng and Problem Solving.);		
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
Ner.					
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessr	nent)	Plenary / Reflections
	(preparing			,	
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	Ise OERs (e.g. library, vic	leos,	Facebook, internet) to	today?
	sing songs	study and share the artwo			
	and recite	visual artists (e.g. Meshack	Asar	e, Zingaro, Leonardo,	Ask learners to
	familiar	Michelangelo, Picasso, El-A	nats	ui, Kara Walker, Ibrahim	summarize the main
	rhymes	Mahama, Rebecca Horn);			points in the lesson
		I discuss the works of the	interi	national artists studied	
		in relation to the history ar	nd cu	ltures of some	

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		communities in the world. For example, Ibrahim	
		Mahama uses the transformation of materials to	
		explore among other themes the issue of migration and	
		the socio-economic and cultural heritage of a people;	
		I writing a brief about their choice of artist using the	
		following guidelines:	
		- Name	
		- Country of origin	
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred Media	
		- Contribution to the development of art	
		Assessment: let learners explain how their artworks of	
		some international visual artists reflect the history and	
		culture of some communities in the world	
Wednesday	Engage	Learners are to:	What have we learnt
,	learners to	Ise OERs (e.g. library, videos, Facebook, internet) to	today?
	sing songs	study and share the artworks of some international	
	and recite	visual artists (e.g. Meshack Asare, Zingaro, Leonardo,	Ask learners to
	familiar	Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim	summarize the main
	rhymes	Mahama, Rebecca Horn);	points in the lesson
	,	I discuss the works of the international artists studied	
		in relation to the history and cultures of some	
		communities in the world. For example, Ibrahim	
		Mahama uses the transformation of materials to	
		explore among other themes the issue of migration and	
	6	the socio-economic and cultural heritage of a people;	
		 writing a brief about their choice of artist using the 	
		following guidelines:	
		- Name	
		- Country of origin	
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred Media	
		- Contribution to the development of art	

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

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SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
						$\checkmark$
Strand :			Sub-strar	nd :		
Oral Langua	ge		Songs			
			Poems			
Indicator (co	ode)	B6.1.1.1.1	B6.1.1.1		$\sim$	
	ndard (code)	B6.1.1.1.	B6.1.1.1			
Performance Indicator		Learners should sing some traditional songs which are used for traditional				
		dances and their correct rhythms				
		<ul> <li>Learners should discuss the importance and some moral lessons of the songs and the dances</li> </ul>				
Core Compe	toncios: Croa	=			tion and Collaboration P	ersonal Development and
		ng and Problem So		inica		
			• 0			
Keywords		A l				
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 ass	essn	nent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
	Engage	-			al song in class, and	What have we learnt
	leaners to	-	sing tradition	onal	songs with their correct	today?
	sing songs and recite					
		Demonstrate how some		of the dances are performed.		

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

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# TERM ONE BASIC SIX WEEK 2

AMATHINA

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

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

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lan	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Engage learners to sing some familiar songs from their cultural background.</li> <li>Write lines of songs on chalk board and have learners read through the lines.</li> <li>Demonstrate singing of the songs as learners listen attentively.</li> <li>Guide learners to sing songs with stress and rhythm by clapping.</li> <li>Invite learners to sing individually and in groups</li> <li>Engage learners in reciting some familiar poems.</li> <li>Introduce learners to an eight-line poem on the board.</li> <li>Read/recite the poem clapping/tapping its rhythm.</li> <li>Have learners read lines of the poem ensuring correct pronunciation of words.</li> <li>Let learners take turns to read in groups and individually.</li> <li>Have learners discuss the central message and relate it to their personal experiences</li> <li>Assessment: let learners relate the central messages in songs and poems to personal experiences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		

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

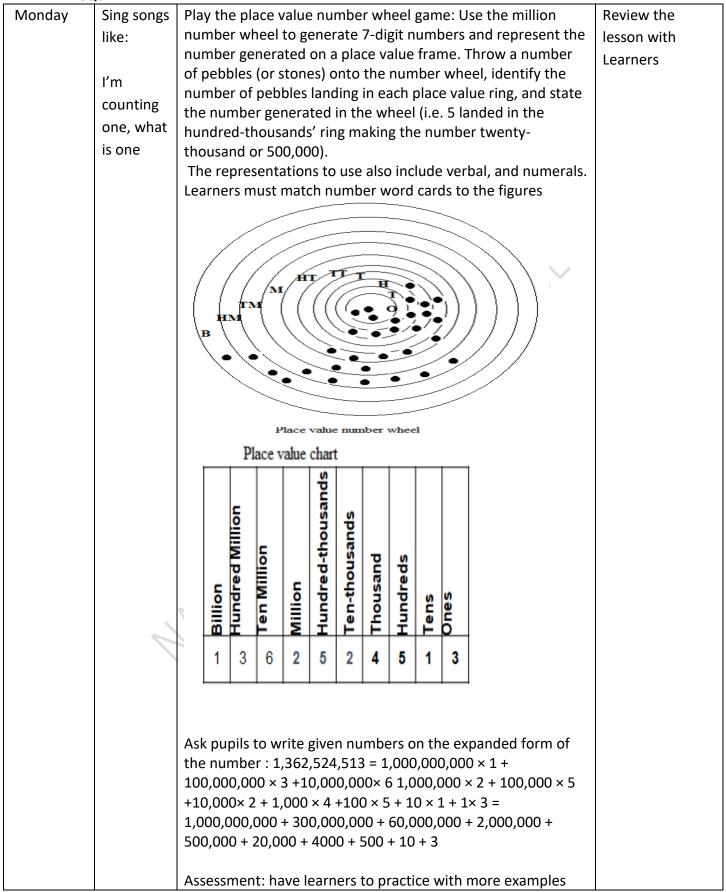
	familiar	exclamation mark, quotation marks, apostrophe,	Ask learners to
	rhymes	hyphen etc	summarize the main points in the lesson
		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose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

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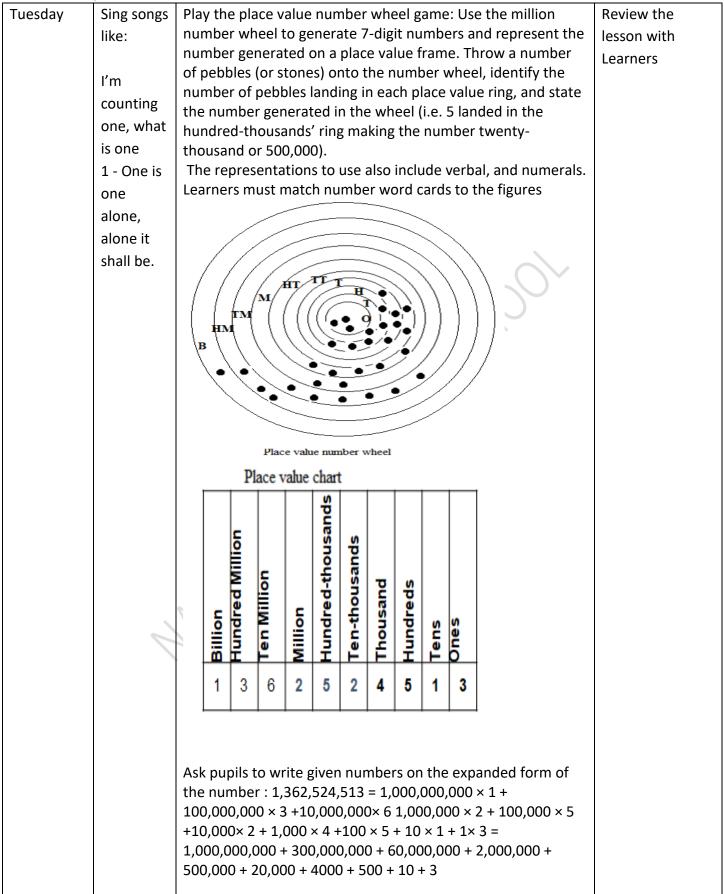
SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending	3:				Class size:		
Day :			Da	ate	2:		
Period :			Le	Lesson :			
Strand : Nun	nber		Sub-strand : C Ordinality	and : Counting, Representation, Cardinality &			
Indicator (co	de)	B6.1.1.1.2 B6.2	1.1.1.3				
Content star	Idard	B6.1.1.1. B6.	1.1.1.				
(code)							
Performance	e Indicator		· · ·		rs in figures and in words u fferent positions around a		
Core Compe	tencies: Crea	tivity and Innovation	n Communicatio	on	and Collaboration Persona	l Development	
and Leadersh	nip Critical Th	inking and Problem	Solving.				
Keywords	<						
T. L .R. (s)		Counters					
Ref:	Mathemati	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	iding assessmer	nt)	)	Plenary /	
	(preparing					Reflections	
	the brain						
	for						
	learning)						



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

one, what	10,000	11,500	12,000	13,500	15,000	16,500
is one	20,000	21,500	22,000	23,500	24,000	25,500
1 - One is one	30,000	31,500	33,000	34,500	36,000	37,500
alone,	40,000	41,500	43,000	44,500	46,000	47,500
alone it	50,000	51,500	53,000	54,500	56,000	57,500
shall be.	60,000	61,500	63,000	64,500	66,000	67,500
Assessment: have learners to practice with more examples						

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SUBJECT: SCIENCE

CLASS: SIX

Week Ending:				Class size:			
Day :			D	ate :			
Period :			Le	esson :			
Strand : DIV	ERSITY OF MA	ATTER Sub	o-strand	LIVING AND NON-LIVING	THINGS		
Indicator (co		B6.1.1.1.1					
	ndard (code)						
Performanc	e Indicator	Learners can classify p	plants ba	sed on their root system			
Core Compe	tencies: Crea	tivity and Innovation Co	ommunio	cation and Collaboration P	ersonal Development and		
		ng and Problem Solving					
		[					
Keywords		<pre>//</pre>					
T. L .R. (s)		Pictures					
Ref:	Science curi	riculum Page					
	1						
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning includin	ng assess	sment)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Monday	Engage	<ul> <li>Review previous less</li> </ul>	•	•	What have we learnt		
	learners to	learners (stem, root, le	leaves an	d flowers).	today?		
	sing songs	<ul> <li>Learners uproot you</li> </ul>	ung plant	s (e.g. grass, beans,			
	and recite	mango, cassava and sv	weet pot	ato) and bring to class.	Ask learners to		
	familiar	Learners are shown	pictures	of the root systems of	summarize the		
	rhymes	different plants.			important points of the		
		<ul> <li>Learners observe an</li> </ul>	nd identif	y the similarities and	lesson		
		differences between t	the roots	of the various plants.			

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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:			Class size:			
Day :				Dat	e :	
Period :				Les	son :	
Strand : Euro	opeans in Gha	ina	Sub-stran	nd : I	mpact of European Prese	ence
					$\sim$	
Indicator (co	ode)	B6.3.4.1.1				
Content star	ndard (code)	B6.3.4.1.				
Performanc	e Indicator	Learners can asse	ess the char	nges	that the European prese	ence brought to Ghana.
_		tivity and Innovations and Problem Sol		nica	tion and Collaboration Pe	ersonal Development and
Keywords			2	)-	/	
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse	essn	nent)	Plenary / Reflections
	(preparing		Ū			
	the brain for	21				
	learning)					
Tuesday	Engage learners to	- 1				
	sing songs and recite familiar rhymes	Assessment: let le	Assessment: let learners mention activities the summar			Ask learners to summarize the main points in the lesson
	What was the effect					

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Less	on :	
Strand : ALL	ABOUT US	5	Sub-strand	<b>d :</b> N	1yself	$\checkmark$
Indicator (co	ode)	B6.1.2.1. 1.			$\Theta_{\ell}$	
Content sta	ndard (code)	B6.1.2.1.				
Performanc	e Indicator	Learners can expla	ain probler	ms a	ssociated with adolesce	nce
Core Compe	tencies: Crea	tivity and Innovation	n Commur	nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.	$\backslash$	K.	
Keywords				F		
			~			
T. L .R. (s)		Pictures	<u> </u>			
Ref:	Our World (	Dur People curricul	lum Page			
	1					1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections
	(preparing the brain	$\bigcirc$				
	for					
	learning)					
Tuesday	Engage	Learners talk about	t and list c	han	ges that occur during	What have we learnt
Tuesday	learners to	adolescence.				today?
	sing songs		r-share on	cha	llenges associated with	
	and recite	adolescence		5		Ask learners to
	familiar					summarize the main
	rhymes	Assessment: Let le	earners exi	plair	problems associated	points in the lesson
	,	with adolescence		•		
	1					

Thursday	Engage	Learners illustrate challenges facing adolescence using	What have we learnt
	learners to	the Future's Wheel e.g.	today?
	sing songs	i. engaging in sexual activity can result in	
	and recite	ii. acquiring sexually transmitted infections	Ask learners to
	familiar	(STIs) including HIV	summarize the main
	rhymes	iii. teenage pregnancy and parenthood	points in the lesson
		iv. streetism and poverty	
		v. drug use and abuse	
		vi. negative peer pressure leading to criminal activities	
		Assessment: Let learners illustrate challenges facing	
		adolescence using the Future's Wheel	

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SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:				Class size:				
Day :				Date	2:			
Period :				Lesson :				
r choù :				LCJJ				
Strand : MC	TOR SKILLS AN	D MOVEMENT	Sub-strar	nd:L	OCOMOTOR SKILLS			
PATTERNS								
						$\checkmark$		
Indicator (c	-	B6.1.1.1.2						
	ndard (code)	B6.1.1.1.						
Performanc	e Indicator					nd receiving force when		
		jumping for heigh						
-		g and Problem Solv		nicati	on and Collaboration Po	ersonal Development and		
Leadership			, ing.					
Keywords								
T. L .R. (s)		cones						
Ref:	PE curriculum	n Page						
	-							
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding ass	sessm	ient)	Plenary / Reflections		
	(preparing	$\langle e \rangle$						
	the brain							
	for learning)				.1 .1 1			
Friday	Learners jog		•		p, they go through a	What have we learnt		
	round a	, , ,	• •		ners use both arms	today?		
	demarcated	-		bl balance as needed during				
	area in files		d take-off. Learners control the flight			Use answers to		
	while singing			-	ntly backwards, one-	summarise the lesson.		
	and clapping				feet land shoulder			
	to warm-up	-			with the height of the			
	the body for	jump and landing	g on the ba	alls of	feet (double landing).			
	maximal							
	performance							
	and to							

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pre	event					
inj	uries					

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WANAFIELACOUATISCHOOL

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:			
Day :				Date :				
Period :			Lesson :					
Strand : Goo	l, His Creatior	and Attributes	Sub-strand : God the Creator					
Indicator (code)		B6. 1.1.1.1						
Content standard (code)								
Performance Indicator		Learners can describe the nature of God through His attributes						
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.								
Keywords		JP.						
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 show				What have we learnt		
	learners to	how they can rela	ate the attr	ribut	es of God to their lives.	today?		
	sing songs • Guide learners to write essays of		on the attributes of					
	and recite	God and present	their work	s to	class for discussion	Ask learners to		
	familiar					summarize the main		
	rhymes	Assessment: let le relate the attribut			ssays on how they can neir lives	points in the lesson		

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SUBJECT: COMPUTING

CLASS: SIX

Week Ending:				Class size:				
Day :				Date :				
Devied .				lasson				
Period :				Lesson :				
Strand : Intr	omputing	Sub-strand : INTRODUCTION TO MS-WINDOWS INTERFACE						
Indicator (code)		B6.1.2.1.1. B6.1.2.1.2 B6.1.1.1.3 B6.1.2.1.4.						
Content standard (code)		B6.1.2.1. B6.1.2.1. B6.1.1.1. B6.1.2.1.						
Performance Indicator		• Learners can explore the use of the desktop Background, changing the						
		themes, co	olours and	User acco	unt. (e.g. classic,	icons and Taskbar of the		
		background)						
		Learners c	an demons	strate the u	se of the Recycle	Bin or Trash Can		
		• Learners can perform permanent delete or Empty Trash can and restoring						
		files or icons in the recycle bin						
		• Learners can explore the use of Copy, Paste, Delete tools, the moving of						
		folders by	folders by using the Desktop Pop-Up menu.					
Core Compe	tencies: Crea	tivity and Innovatio	on Commur	nication and	d Collaboration Pe	ersonal Development and		
Leadership C	Critical Thinkir	ng and Problem Sol	ving.					
Konwordo								
Keywords								
T. L .R. (s)		Laptop						
Ref:	Computing curriculum Page							
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	uding asse	essment)		Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
	Engage	Guide learners to				What have we learnt		
	learners to	the themes, colou	rs and the	User accou	nt	today?		
Wednesday	sing songs							
	and recite	Guide learners to		cycle bin by	deleting and			
		viewing deleted fi	les.					

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

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SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	g:			Class size:	
Day :			C	Date :	
Period :				esson :	
Periou :			<b></b>		
Strand : Per	forming Arts	Su	ub-strand	: Thinking and Exploring Ic	leas
				$\sim$	
Indicator (co	-	B6 2.1.1.1			
	ndard (code)	B6 2.1.1.			
Performance	e Indicator				s of some international
		• •			ns reflect the history and
		culture of some com			
				cation and Collaboration P	ersonal Development and
Leadership		ng and Problem Solvir	^{ig.}		
Keywords			$\sim$		
T. L .R. (s)		Pictures	-		
Ref:	Creative Art	s curriculum			
					Γ
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includ	ling asses	sment)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
,	learners to	🛙 use OERs (e.g. libra	ary, video	s, Facebook, internet) to	today?
	sing songs	study and share the	artworks	of some international	
	and recite	performing artists (e	e.g. Micha	el Jackson, Fred Astaire,	Ask learners to
	familiar	Elton John, Bright O	kpocha (B	asket Mouth), Osei	summarize the main
	rhymes	Boateng, Fela Ranso	ome Kuti, I	Bob Marley, Kojo Antwi,	points in the lesson
		Seidou Keita, Eddie I	Murphy);		

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		I discuss the works of the international artists studied	
		in relation to the history and cultures of some	
		communities in the world. For example, 'Exodus' by Bob	
		Marley;	
		Image: write briefs about choice of artists using the following	
		guidelines:	
		- Name	
		- Country of origin	
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred compositions and performances	
		- Contribution to the development of the performing	
		arts industry	
		Assessment: let learners explain how artworks of some	
		international performing artists and their compositions	
		reflect the history and culture of some communities in	
		the world	
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	Ise OERs (e.g. library, videos, Facebook, internet) to	today?
	sing songs	study and share the artworks of some international	
	and recite	performing artists (e.g. Michael Jackson, Fred Astaire,	Ask learners to
	familiar	Elton John, Bright Okpocha (Basket Mouth), Osei	summarize the main
	rhymes	Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy);	points in the lesson
		I discuss the works of the international artists studied	
		in relation to the history and cultures of some	
	~	communities in the world. For example, 'Exodus' by Bob	
		Marley;	
		It write briefs about choice of artists using the following	
		guidelines:	
		- Name	
		- Country of origin	
		- Training	
		- Type of artworks	
		- Title of some works	
		- Preferred compositions and performances	
		- Contribution to the development of the performing	
		arts industry	

Assessment: let learners explainlain how artworks of	
some international performing artists and their	
compositions reflect the history and culture of some	
communities in the world	

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MARIHACOUNTSCHOOL

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Ending:				Class size:			
Day :				Dat	:e :		
Period :				Lesson :		~	
Strand :			Sub-stran	nd :		$\mathbf{\nabla}$	
Oral Langua	ige		Poems			$\sum_{i=1}^{n}$	
			Listening	and	Story Telling		
Dramatis			Dramatis	atior	n and Role Play	/	
Indicator (co	ode)	B6.1.3.1.1.	B6.1.4.1.1		B6.1.4.1.2.	B6.1.5.1.	1 B6.1.5.1.2
Content star	ndard (code)	B6.1.3.1.	B6.1.4.1.	$\sum$	B6.1.4.1.	B6.1.5.1	. B6.1.5.1.
talk about th Learners sho and stories. Learners sho Learners sho			t their then should indi es. should disc should tell the charac should per	nes cate uss t a ste cters form	the similaritie the values or n ory of about e , setting, costunt a drama	s and differ norals of fo ight to ten o umes and th	ognise the key words and rences between folktales lktales and of stories. characters, and he stage
Leadership (		ng and Problem Sc					
Keywords							
T. L.R. (s) Manila cards, markers,		arkers, reco	rdec	l audios visual			
Ref:	Ghanaian La	anguage curriculu	ım				
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter (preparing the brain	(new learning ind	cluding ass	essn	nent)		Plenary / Reflections

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for		
learning)		
Engage	• Read the poem aloud and let learners read the poem	What have we learnt
leaners to	in turns.	today?
sing songs	• Call a learner to explore the poem with the correct	
and recite	stress and rhythm.	
familiar	<ul> <li>Let learners to explore poems in groups.</li> </ul>	
rhymes	<ul> <li>With the given copies of poems, allow learners to</li> </ul>	
	read through the poem and discuss it.	Review the lesson with
	• Lead learners to recognise the key words in the poem.	learners
	<ul> <li>With the copies of the poem, brainstorm and lead</li> </ul>	
	learners to say the theme of the poem.	
	<ul> <li>Bring a resource person to explore a poem, or play</li> </ul>	
	back a poem recital.	
	<ul> <li>Put learners into groups to bring out the issues</li> </ul>	
	discussed in the poem and the theme.	
	<ul> <li>Listen to each group's theme and discuss it.</li> </ul>	
	Assessment: let learners identify the key words and	
	themes in poems.	
Engage	Ask a learner to tell a folktale and another learner to	What have we learnt
leaners to	tell a story.	today?
sing songs	<ul> <li>Tell a folktale and a story.</li> </ul>	
and recite	<ul> <li>Revise the lesson on the structure of a folktale and a</li> </ul>	
familiar	story.	
rhymes	<ul> <li>Let learners discuss the similarities between folktales</li> </ul>	
	and stories in their groups.	Review the lesson with
	• Let a learner recount a folktale and another learner a	learners
	story.	
	• Let learners discuss the differences between folktales	
	and stories in pairs.	
	<ul> <li>Write out some of the differences on the board.</li> </ul>	
	• Let learners debate to confirm the differences found	
	from the discussion.	
	• Let learners discuss the values or morals of folktales	
	and stories in groups.	
	<ul> <li>Let each group present the findings to the whole class</li> </ul>	

	Assessment: let learners mention the values or morals of folktales and stories.	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners

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# TERM ONE BASIC SIX WEEK 3

AMATHINA

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class size:		
Day :		Date	•:		
Period :		Lesso	on :		
			$\rightarrow$		
Strand :		Sub-strand :	alling		
<ul><li>A. Oral Language</li><li>B. Reading</li></ul>		A. Story Te B. Word Fa	C .		
C. Grammar Usage A	t Word	C. Determ			
D. Writing			Paragraph Development		
E. Using Writing Con	ventions	-	Jsing Punctuation		
F. Extensive Reading		-	g the Love and Culture of Reading		
Indicator (code)	B6.1.4.1.1. B6.2.3	3.1.1 B6. 3.2.1	.1 B6.4.6.1.1. B6.5.2.1.1. B6.6.1.1.1.		
Content standard (code)	B6.1.4.1. B6.2.3	B.1. B6. 3.2.1	B6.4.6.1. B6.5.2.1. B6.6.1.1.		
Performance Indicator			ections between texts or stories and personal		
	experience				
			n minimal pairs to decode words		
		•	use definite and indefinite articles		
			opriate ways and modes of writing for a variety of		
	• •		contexts, and organise facts, ideas and/or points		
	features	way appropria	te to the mode of delivery, using appropriate text		
		an use the co	mma around a phrase for the modifying of the		
			on marks to indicate direct speech; apostrophe to		
		l possession,			
	show pluid	1 0030030001,			

-		and present a one each book read	and critique a variety of age- a e-page critical commentary ba munication and Collaboration	used on a set of criteria, or
Keywords				
T. L .R. (s)		Word cards, sentence car library.	rds, letter cards, handwriting o	n 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 a	assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Tell or read a story to let</li> <li>Invite individuals to retestory map/herringbone s</li> <li>Lead the class to discus relate the story to their p</li> </ul>	ell the story sequentially using trategy. s the story and guide them to ersonal experiences retell the story sequentially	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING Give examples of minima Using "think-pair-share", more examples of minim E.g. Two sounds difference	l pairs let learners come up with al pairs. One sound difference	What have we learnt today? Ask learners to summarize the main points in the lesson
			road, loan se and other similar spelling (two or three patterns at a	

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

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

page critical commentary based on a set of criteria, on	
each book read	
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Vetted by :..... Date : .....

WAMAFIIFIACOUATISCHOOL

SUBJECT: MATHEMATICS

CLASS: SIX

Week Endin	g:			Class size:	
Day :			D	Date :	
Period :			L	esson :	
Strand : Nur	51	ub-strand	: Counting, Representation	h, Cardinality & Ordinality	
Indicator (co	ode)	B6.1.1.1.4			
Content sta	ndard (code)	B6.1.1.1.			
Performanc	e Indicator				100,000 and represent the
		comparison using ">	*		
-		tivity and Innovation ng and Problem Solvir		cation and Collaboration P	ersonal Development and
Leavership			ng.		
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathemati	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning incluc	ding asses	sment)	Plenary / Reflections
(preparing					
the brain					
	for				
Monday	learning) Sing songs	Learners identify numbers which are 10,000 more or Review			Review the lesson with
wonday	like:	•		git number. E.g. 123,400	Learners
				arners use words such as:	
		"equal to" "greater	than" "les	s than" and later use	

IANA FIIFI ACC	LUAH	1	<b>F</b>
	ľm	symbols such as "<", "=", ">" to compare numbers up to	
	counting	10,000 taking into consideration the place value of each	
	one, what	digit in the given number. E.g.	
	-	100200=100200,2746794>2646796	
	is one		
		Assessment: have learners to practice with more	
		examples	
Tuesday	Sing songs	Learners identify numbers which are 10,000 more or	Review the lesson with
	like:	10,000 less than a given six-digit number. E.g. 123,400	Learners
	ince.	is 10,000 less than 133,400 Learners use words such as:	Learners
		"equal to" "greater than" "less than" and later use	
	ľm	symbols such as "<", "=", ">" to compare numbers up to	
	counting	10,000 taking into consideration the place value of each	
	one <i>,</i> what	digit in the given number. E.g.	
	is one	100200=100200,2746794>2646796	
	1 - One is	100200-100200,27407542040750	
		Assessment: have learners to practice with more	
	one alone,	examples	
Madparday	Singcongo	examples	Review the lesson wit
Wednesday	Sing songs		
	like:	Learners work together in their groups to order a given	Learners
		set of numbers in ascending or descending order	
	ľm	verbally and in writing. E.g. For instance;	
	counting	140230,17025,75 267389,287368,	
	one, what		
	-	Assessment: have learners to practice with more	
	is one	examples	
Thursday	Sing songs		Review the lesson wit
	like:	Learners work together in their groups to order a given	Learners
		set of numbers in ascending or descending order	
	ľm	verbally and in writing. E.g. For instance;	
		140230,17025,75 267389,287368,	
	counting		
	one, what	Assessment: have learners to practice with more	
	is one	examples	
Friday	Sing songs	Give two numbers between 10,000 and 100,000 to each	Review the lesson wit
	like:	group and encourage learners to say as many things as	Learners
	ince.	possible about the two numbers. For instance 234675	Learners
	.,	and 253874; 234675 is less than (smaller than) than	
	ľm	253874 or 253874 is bigger than (greater than) 234675,	
	counting	or 234675 is almost 20000 less than 253874 etc.	
	one, what		
	is one	Assessment: have learners to practice with more	
	.5 0110	examples	
			1
	•		

SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:				Class size:	
Day :			I	Date	2:	
Period :				Less	on :	
				2000		
Strand : DIV	ERSITY OF MA	ATTER	Sub-strand	d:N	IATERIALS	
Indicator (c		B6.1.2.1.1				
	ndard (code)	B6.1.2.1.				
Performanc	e Indicator		-	eral	properties of metals su	ch as lustre, malleability,
		conductivity and d			$\sim$	
-		-		nicat	ion and Collaboration P	ersonal Development and
Leadership	Critical Thinkii	ng and Problem Solv	ing.	$\mathcal{N}$		
Keywords			$\sim$			
			$\sim$			
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page	·			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain	<b>N</b> .				
	for					
	learning)			••••		
Monday	Engage	Learners, in groups			-	What have we learnt
	learners to	ruler, erasers, exer			•	today?
	sing songs	connecting wires, cups, plates, cooking pans, r			oking pans, rooting	
	and recite	sheets, iron nails, p				Ask learners to
	familiar		• Learners classify the various materials as metals or			summarize the
	rhymes				ng properties: lustre,	important points of the
		malleability, condu	-		-	lesson
		<ul> <li>Learners give rea</li> </ul>	isons for th	neir	classification.	

	20/11	• Delete the lessen to even day activities that involve	
		<ul> <li>Relate the lesson to everyday activities that involve</li> </ul>	
		the use of metals.	
		• Given a piece of aluminium foil and a drinking straw,	
		learners describe how they will use conductivity to	
		classify them as metals or non-metals.	
		Assessment: let learners explain following properties of	
		metals: lustre, malleability, conductivity and ductility	
Thursday	Engage	Learners design and make simple machines with metals.	What have we learnt
	learners to		today?
	sing songs	Assessment: let learners design and make simple	
	and recite	machines with metals.	task learners to
	familiar		investigate the relative
	rhymes		size of the sun in
			relation to its function
			in the solar system for
			the next lesson

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

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SUBJECT: HISTORY

CLASS: SIX

Week Ending:						Class s	size:
Day :					Date :		
Period :			Lesson	:			
Strand : Europeans in Ghana				Sub-st	rand : In	npact	of European Presence
Indicator (code)			B6.3.4	.1.1		$\sim$	$\bigcirc$
Content standard	d (code)		B6.3.4	.1.		( )	5
Performance Ind	icator			ers can ht to Gł		he cha	anges that the European presence
Core Competenci Leadership Critica	=			nunicat	ion and C	Collabo	oration Personal Development and
Keywords		~					
T. L .R. (s)			Pictures				
Ref:		History cur	riculum	Page			
DAY	DAY Phase 1: Starter (preparing the brain for learning)		(new l	2: Mair earning ment)	n ; includin	g	Phase 3: Plenary / Reflections
familiar rhymes What negative effects did European presence		Debate the impacts of European presence on Ghana Assessment: let learners write about the impacts of European presence on Ghana		ers ts of	What have we learnt today? Ask learners to summarize the main points in the lesson		

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

Vetted by :	Signature:	Date :
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	<u> </u>	
dr.		

SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :				sson :	
Strand : ALL	ABOUT US	Sub-sti	rand :	Myself	$\checkmark$
Indicator (co	ode)	B6.1.2.1.2.			
Content sta	ndard (code)	B6.1.2.1.			
Performanc	e Indicator	Learners can explain how	to ma	inage the problems that c	occur during adolescence.
Core Compe	etencies: Crea	tivity and Innovation Com	nunica	ation and Collaboration Po	ersonal Development and
-		ng and Problem Solving.		IF.	•
Konworde			$\frown$	<u>)</u>	
Keywords			5		
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pa	age		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	issessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners in groups discus		-	What have we learnt
	learners to	challenges that come wit	h chan	ges during adolescence.	today?
	sing songs	e.g.			
	and recite				Ask learners to
	familiar	i. counselling from a resp			summarize the main
	rhymes	ii. discussing problems wi		-	points in the lesson
		iii. dressing in a modest w	ay to	avoid enticing the	
		iv. opposite sex			

INAINA FIIFI ACC	20/11		
		v. being assertive (self-confidence to say 'NO' to	
		premarital	
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	
Thursday	Engage	Learners in groups discuss how to manage the	What have we learnt
	learners to	challenges that come with changes during adolescence.	today?
	sing songs	e.g.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	vi. sex and other actions which may destroy	points in the lesson
		vii. your future plans)	
		viii. respecting the sexual rights of others	
		ix. not forcing to have sex with pupils, etc.	
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	

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

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Endin	lg:			Class size:	
Day :				Date :	
Period :				Lesson :	
Strand : MC	TOR SKILLS AN	D MOVEMENT	Sub-strar	d : MANIPULATIVE SKILLS	
PATTERNS				$O_{\mathcal{O}_{\ell}}$	~
Indicator (c	ode)	B6.1.2.1.1			
Content sta	ndard (code)	B6.1.2.1.		. 5	
Performanc	e Indicator	Learners can roll	ball using	a stick in a game situation (h	ockey).
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development ar Leadership Critical Thinking and Problem Solving.					ersonal Development and
Keywords			R		
T. L .R. (s)		cones			
Ref:	PE curriculum	n Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection			
Friday	Learners jog	After a warm-up,			What have we learnt
	round a	i. hold or handle	-		today?
	demarcated		•	o place at learners' pace.	
	area in files	iii. play a mini hockey game in groups using rolling skill. Use answers			
	while singing				
	and clapping				
	to warm-up the body for				
	maximal				
	maximar				

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	performance						
	and to						
	prevent						
	injuries						

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

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:			Class size:		
Day :			C	Date :		
Period :				esson :		
Strand : God, His Creation and Attributes Sub-strai				: The Environment		
Strand : Got	i, his creation	and Attributes Su	io-strano	: The Environment		
Indicator (co	ode)	B6.1.2.1.1			$\checkmark$	
Content sta	ndard (code)	B6.1.2.1.		$\sim$		
Performanc	e Indicator	Learners can explain	how hun	nankind and the environme	nt interrelate.	
Coro Compo	toncioc. Cros	tivity and Innovation (	Communi	ication and Collaboration Dr	present Dovelopment and	
-		ng and Problem Solving		cation and Collaboration Pe	ersonal Development and	
			.0.			
Keywords				$\langle b \rangle$		
		$\sim$				
T. L .R. (s) Pictures			r V			
Ref:	RME curricu	um Page				
			Y			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includi	ing asses	sment)	Plenary / Reflections	
	(preparing the brain					
	for	$\mathcal{A}_{\mathcal{I}}$				
	learning)					
Friday	Engage	With guestions and	d answers	s, guide learners to explain	What have we learnt	
	learners to	•		gs around us that were	today?	
	sing songs	created by God and o		-		
	and recite	• Let learners mention	on things	around us that were	Ask learners to	
	familiar	created by God:			summarize the main	
	rhymes	- air , water, land, pla	ants, anin	nals, etc.	points in the lesson	
		Guide learners to d	discuss th	e interrelationship among		
		God's creatures:				
		- Humankind and ani	imals dep	end on plants for air,		
		food, medicine, shelt	ter, etc.			

- Plants depend on humankind and other animals for	
survival (dispersal of seeds, planting of trees, etc.).	
- Some animals depend on other animals for food	
(carnivores) and shelter (parasites).	
Assessment: let learners give examples of the	
interrelationship among God's creatures:	

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MMATHINACOUNTSCHOOL

SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :		
Strand : Intr	oduction to c	omputing Sub-	-strand :	DATA, SOURCES AND USA	AGE	
				,		
Indicator (co	ode)	B6.1.3.1.1. B6.1.3.1.2	B6.1.3	.1.3 B6.1.3.1.4	$\vee$	
Content star	ndard (code)	B6.1.3.1 B6.1.3.1.	B6.1.3	B.1. B6.1.3.1.		
Performance	e Indicator	Learners can ide	entify typ	es of data. (Integers, doι	ıble, characters, float etc.)	
		<ul> <li>Learners can id</li> </ul>	lentify m	ore sources of data and	information e.g. internet	
		(emailing, Skype	e, SMS et	c.)		
		• Learners can d	emonstra	te sending and receivin	g information from other	
		gadgets e.g. Blu	ietooth, I	nfrared, Radio, Fax, Tele	phones calls, SMS etc.	
		<ul> <li>Learners can demonstrate basic manipulations on sample data e.g.</li> </ul>				
		arranging data	in a matr	x table, sorting and calcu	ulations etc.	
			mmunica	tion and Collaboration P	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving.				
Keywords						
Reywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning) -	<b>•</b> • • • • • • • • • • • • • • • • • •				
	Engage	Guide learners to ident	tify and re	ecord data in the	What have we learnt	
Madia and av	learners to	different forms			today?	
Wednesday	sing songs					
	and recite	Guide learners to discu	iss where	one can get data and	Ask learners to	
	familiar	information			summarize the main	
	rhymes				points in the lesson	

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

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endir	ıg:			Class size:		
Day :			Da	Date :		
Period :						
Period :			Les	son :		
Strand : Performing Arts Sub-strai			nd : ⁻	Thinking and Exploring Id	eas	
	-					
Indicator (c	ode)	B6 1.2.2.1				
Content sta	indard (code)	B6 1.2.2.				
Performanc	e Indicator	Learners can experiment w				
		visual artworks based on ov			erstanding of the artworks	
		of some international visua				
		tivity and Innovation Commu	unica	tion and Collaboration Pe	ersonal Development and	
Leadership		ng and Problem Solving.	J			
Keywords						
T. L .R. (s)		Pictures	Pictures			
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	sessr	nent)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	I critically examine the wor	ks o	f some international	today?	
	sing songs	artists;				
	and recite	make similar works of the	e inte	rnational artists studied	Ask learners to	
	familiar	using available materials an	nd to	ols from the local	summarize the main	
	rhymes	environment. e.g.			points in the lesson	
		- clay, plasticine, papier mâ	ché	paper pulp) etc. for		
		modelling and casting;				

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

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	g:			Class size:	
Day :			C	Date :	
Period :			L	Lesson :	
Strand : Rea	ding		Sub-strand	: Phonics: Letter Sound Kr	nowledge
Indicator (co	ode)	B6.2.4.1.1.	B6.2.4.1.2	B6.2.4.1.3.	
Content star	ndard (code)	B6.2.4.1.	B6.2.4.1.	B6.2.4.1.	
-	t <b>encies:</b> Crea	and parag Learners s them. Learners s	graphs should blend should recog on Commun	and recognise words with on three or more syllables to nise and say consonant clu cation and Collaboration F	form words and read
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculu	IM		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc			Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	•		briefly with learners. ne words and write them	What have we learnt today?

	· Channe the months into the second station of	
familiar rhymes	Group the words into two, those consisting of	
inymes	diagraphs and those without diagraphs.	De la chalana lub
	• Discuss the concept of diagraphs with learners.	Review the lesson with
	Write words which consist of diagraphs with their	learners
	diagraphs underlined on flashcards.	
	<ul> <li>Ask learners to say the words aloud.</li> </ul>	
	Write sentences which have words that consist of	
	diagraphs in them on flashcards.	
	• Help learners to recognise the diagraphs in the words	
	found in the sentences.	
	<ul> <li>Ask learners to use the diagraphs identified to form</li> </ul>	
	some new words.	~
	Assessment: let learners read and identify words with	
	diagraphs in sentences and paragraphs	
Engage	Revise the lesson on syllables with the learners.	What have we learnt
leaners to		today?
sing song		
and recite	• Show flashcards with syllables written on them to the	
familiar	learners.	
rhymes	Help learners blend three or more syllables to form	
	words and read them out aloud	Review the lesson with
	words and read them out aloud	learners
	Assessment: let learners blend three or more syllables to	
	form words and read them.	
Fngage	Ask learners to mention words they know and write	What have we learnt
Engage leaners to		today?
sing song		coury.
and recite	consonant clusters.	
familiar	<ul> <li>Show flashcards with words that have consonant</li> </ul>	
rhymes		
	clusters written on them to learners.	Review the lesson with
	Help learners recognise and read the words with	
	consonant clusters	learners
	Assessment: let learners identify and say consonant	
	clusters in passages	

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

# TERM ONE BASIC SIX WEEK 4

AMATHINA

SUBJECT: ENGLISH LANGUAGE

CLASS: SIX

Week Ending:			Class size:		
Day :		Dat	e :		
Period :		Less	<u>on :</u>		
renou .		Les	on .	$\bigcirc$	
				)	
			$\langle \rangle$		
			S		
			$\sim$		
Strand :		Sub-strand :			
A. Oral Language		$\sim$	tisation and Role P	Play	
B. Reading		B. Diphth	-		
C. Grammar Usage A	t Word	C. Detern			
D. Writing D. Paragraph Development					
E. Using Writing Conv F. Extensive Reading	ventions	-	unctuation g the Love and Cul	lturo of Poor	ling
Indicator (code)	B6.1.5.1.1. B6.2.	3.1.1 B6.3.2.	-	B6.5.2.1.1	_
Content standard (code)	B6.1.5.1. B6.2.			B6.5.2.1.	B6.6.1.1.
Performance Indicator			ole-play whole/pa		
					.g. / iə, eə, ʊə ) to
		ningful senten	• •	U V	
	C. Learners c	an identify and	use quantifiers: o	ordinal first,	second etc., Some,
	few/little e	etc., No/both,	all each/every, And	other, other,	Fewer, less, etc.
	D. Learners ca	an use key wo	ds, phrases or cla	uses to intro	duce the main idea
	in the para				
			•		modifying of the
			on marks to indica	ite direct spe	ech; apostrophe to
	•	al possession,			
					l appropriate books
	-		critical commental	ry based on	a set of criteria, on
	each book	iedu			

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas		
Ref:	English Language curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Guide learners through discussion to identify some stories/scenes, events etc.</li> <li>Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending.</li> <li>Have learners prepare and dramatise/role-play whole/parts of stories/scene, events).</li> <li>Ensure the role-play/dramatisation depicts selected theme.</li> <li>Ensure appropriate vocabulary use as well as correct pronunciation.</li> <li>Assessment: let learners dramatise/role-play whole/parts of stories/scenes, events</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>In a discussion have learners talk about diphthongs.</li> <li>Give several examples and elicit examples from them.</li> <li>/iə/ - fear, ear, near, clear</li> <li>/eə/ - prepare, there, stairs</li> <li>/Uə/ - pure, secure</li> <li>Have learners use words with diphthongs in meaningful sentences.</li> <li>Assessment: let learners use words with diphthongs in meaningful sentences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		

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

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

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

SUBJECT: MATHEMATICS

CLASS: SIX

Week Ending	Week Ending:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	
						~
					c $C$ $r$	
Strand : Nun	nber		Sub-stran	nd : C	ounting, Representation	n, Cardinality &
Ordinalit			Ordinality	$\wedge$	Y	
Indicator (code) B6.1.1.1.5				$\mathcal{F}$		
Content star	ndard (code)	B6.1.1.1.	N.C.			
Performance	e Indicator	Learners can roui	nd (off, up,	o, down) whole numbers up to 100,000 to the nearest		
		ten thousands, th	nousands, h	hundreds and tens		
-				nicat	ion and Collaboration Po	ersonal Development
and Leaders	hip Critical Th	inking and Problem	n Solving.			
Keywords						
-,						
T. L .R. (s)	6	5				
Ref:	Mathemati	cs curriculum Page	e			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding ass	eccm	ent)	Plenary / Reflections
	(preparing		adding door	CJJII		richary / Reflections
	the brain					
	for					
	learning)					
Monday	Sing songs					Review the lesson with
	like:				he nearest 100,000,	Learners
		10,000 and 1000.	. For Instan	ice; 1	.29,500 IS	

NANA FIIFI ACC	• - 	an an an installed a factor		100					
	l'm		approximately 130,000 and 19100 as approximately 19,000						
	counting	19,000							
	one, what	Assessment: have							
	is one								
Tuesday	Sing songs	Learners round up	and round	down to es	timate sums	Review the lesson with			
	like:	and differences.				Learners			
		To round down lea							
	l'm	two approximated							
	counting	the bigger of the t bring the meaning							
	one, what		of these tw	o concepts	clearer				
	is one	214765	Round	Round	Round				
	1 - One is	214/05	up	down	off				
	one alone,								
	alone it	to the nearest	214770	214760	214970				
	shall be.	ten			$\sim$				
		to the nearest	214800	214700	214800				
		hundred		$\sim$					
		to the nearest	215000	214000	215000				
		thousand		$\langle V \rangle$					
		Assessment: have							
		examples							
Wednesday	Sing songs	Give two numbers				Review the lesson with			
	like:	each group and en say as many things	-	Learners					
		For instance 2346	-						
	l'm	(smaller than) that							
	counting	(greater than) 234							
	one, what	than 253874 etc.							
	is one								
		Assessment: have	learners to	practice wit	th more				
		examples							
Thursday	Sing songs					Review the lesson with			
marsaay	like:	Ask learners to wo	ork together	to round u	p and round	Learners			
	ince.	down to estimate	-						
	ľm								
	counting	Assessment: have	learners to	practice wit	th more				
	one, what	examples							
	is one.	vour work kindly dor							

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

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SUBJECT: SCIENCE

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	
Strand : CYC	LES	Si	ub-stran	<b>d :</b> E		$\checkmark$
Indicator (co	ode)	B6.2.1.1.1			$\mathcal{O}_{\mathcal{L}}$	
Content sta	ndard (code)	B6.2.1.1.				
Performance	e Indicator	Learners can describ	be the re	lativ	e sizes of the earth and s	sun and their importance
-		tivity and Innovation ng and Problem Solvir		nica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures	Y			
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incluc	ding asse	essm	ient)	Plenary / Reflections
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Prior to the lesson, t	task lear	ners	to investigate the	What have we learnt
,	learners to				n to its function in the	today?
	sing songs	,				
	and recite					Ask learners to
	familiar	Each group presents	s a repor	t in	class for discussion	summarize the
	rhymes					important points of the
					e the relative size of the	lesson
		sun in relation to its	functior	n in t	he solar system	

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

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SUBJECT: HISTORY

CLASS: SIX

Week Endin	g:			C	lass size:	
Day :				Date		
Period :				Lesson :		
Period :				Lesso	n :	
Strand : Col	Strand : Colonisation and Developments Sub-stra			<b>d :</b> Pol	itical Developments	Under Colonial Rule
under Colon	ial Rule in Gh	ana				)
					$\mathcal{Q}_{\mathcal{A}}$	
Indicator (co	-	B6.4.4.1.1				
	ndard (code)				<u> </u>	
Performanc	e Indicator				of British colonial rul	e in Ghana including 'direct'
	tonalos. Cros	and 'indirect' rule	•		n and Callabaration	Demonal Development and
-	<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
				)-		
Keywords			N			
T. L .R. (s)	1	Pictures				
Ref:	History curr	culum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
DAT	Starter	(new learning inc	luding asso	scmai	<b>h</b> +)	Plenary / Reflections
	(preparing	(new learning me	idding dooc			rienary, neneedons
	the brain					
	for					
	learning)					
Tuesday	Engage	Explain the conc	epts of 'dire	ect' an	d 'indirect' rule.	What have we learnt
	learners to					today?
	sing songs and recite	Discuss the reatu			muneet rule.	Ask learners to
	familiar					summarize the main
	rhymes			ntion 1	ntion the features of	points in the lesson
		'direct' and 'indir	ect' rule			

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

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SUBJECT: OUR WORLD OUR PEOPLE

CLASS: SIX

Week Ending:				Class size:		
Day :				Dat	e :	
Period :				Les	son :	
Strand : ALL ABOUT US Sub-stra				nd : N	My Family and the Comm	unity
Indicator (co	ode)	B6.1.3.1.1.				
Content sta	ndard (code)	B6.1.3.1.				
Performanc	e Indicator	Learners can expla	ain the ne	ed f	or cordial relationships a	mong family members
Core Compe	tencies: Crea	tivity and Innovation	n Commu	nica	tion and Collaboration Pe	ersonal Development and
		ng and Problem Solv			N.	
		Γ	C		)	
Keywords				)-		
()			N			
T. L .R. (s)	I	Pictures				
Ref:	Our World (	Our People curricul	lum Page	5		
DAV	Phase 1:	Phase 2: Main				Dhase 2
DAY	Starter		uding acc		(ant)	Phase 3:
	(preparing	(new learning inclu	ang ass	essn	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners in groups	, discuss a	attitu	udes and behaviours of	What have we learnt
	learners to	a responsible famil	ly membe	er:		today?
	sing songs	i. taking part in fan	nily activit	ties	responsibly	
	and recite	ii. obedience to eld	ders of the	e far	nily	Ask learners to
	familiar	iii. respect for fami	ily membe	ers		summarize the main
	rhymes	iv. accepting respo	onsibility (	perf	orming assigned duties)	points in the lesson
		v. taking initiatives	;			
		vi. helping needy re	elatives			

	20711	Learners discuss the importance of being committed to	
		the family:	
		i. to promote unity	
		ii. to gain respect	
		iii. to be considered a trustworthy person	
		iv. to uplift family image etc	
		Assessment: Let learners explain the need for cordial	
		relationships among family members	
Thursday	Engage	Learners engage in role-play and other activities that	What have we learnt
	learners to	will teach them to become family members who are	today?
	sing songs	committed e.g. mock family meetings, naming	~
	and recite	ceremonies	Ask learners to
	familiar		summarize the main
	rhymes		points in the lesson
		Assessment: Let learners mention the importance of	
		being committed to the family	

SUBJECT: PHYSICAL EDUCATION

CLASS: SIX

Week Ending:				Class size:			
Day :				Date :			
Period :				Lesson :			
	Strand : MOTOR SKILLS AND MOVEMENT		Sub-strar	nd : MANIPULATIVE SKILLS	$\checkmark$		
PATTERNS							
Indicator (	code)	B6.1.2.1.2		$\sim$			
Content sta	andard (code)	B6.1.2.1.		~~~			
Performan	ce Indicator	Learners can per	form simp	e small stunts while shifting	base of support from one		
		part of the body	to the othe	er,			
-		=		nication and Collaboration Pe	ersonal Development and		
Leadership	Critical Thinking	g and Problem Solv	ving.	)-			
Keywords							
Reywords							
T. L .R. (s)		cones	,				
Ref:	PE curriculum	n Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	cluding ass	sessment)	Plenary / Reflections		
	(preparing						
	the brain						
Friday	for learning)	Loorpore go through	ugh warm	una ta maka tha hadu	What have we learnt		
Friday	Learners jog round a	flexible for perfo	-	ups to make the body	today?		
	demarcated	·		e steps in a rhythm over a			
	area in files		•	/ two peers at a spot. As	Use answers to		
	while singing		-	drawn from their feet.	summarise the lesson.		
	and clapping		•	les and land with the other			
	to warm-up	foot whiles in mo					
	the body for			different strategies at their			
	maximal	own pace and ab	-	-			

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	performance	
	and to	
	prevent	
	injuries	

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

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	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :			[	Dat	2:	
Period :				Less	on :	
Strand . Goo	His Croation	and Attributes Su	ub strand	<b>1</b> • T	he Environment	
Strand . Got			10-5ti anu			$\checkmark$
Indicator (co	ode)	B6.1.2.1.1				
Content sta	ndard (code)	B6.1.2.1.				
Performanc	e Indicator	Learners can explain	how hur	mar	kind and the environme	ent interrelate.
Core Competencies: Crea		l tivity and Innovation (	Commun	nicat	ion and Collaboration Po	ersonal Development and
		ng and Problem Solvin		$\mathbb{N}$	K.	·
		[	-	$\geq$	)	
Keywords		~	$\mathcal{C}$	<i>۲</i>		
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page				
DAV	Phase 1:	Phase 2: Main				Dhase 2:
DAY	Starter		ing accor	ccm	ont)	Phase 3: Blonany / Pofloctions
	(preparing	(new learning including assessment)				Plenary / Reflections
	the brain					
	for	2				
	learning)					
Friday	Engage	• Through group disc	cussions,	let	learners demonstrate	What have we learnt
	learners to	ways humankind sho	ould relat	te w	ith the environment.	today?
	sing songs	• Let learners, in grou	oups, disc	uss	the importance of the	
	and recite	environment to hum	nankind.			Ask learners to
	familiar	<ul> <li>Ask learners to write</li> </ul>	ite about	the	ir findings and present	summarize the main
	rhymes	to class for discussion	on:			points in the lesson
		- our survival depend	ds on the	e en	vironment,	
		- leaves and trees pro	ovide us	wit	n oxygen, food and	
		medicine, etc.				

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

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		AH.		
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SUBJECT: COMPUTING

CLASS: SIX

Week Ending	g:			Class size:	
Day :				Date :	
				-	
Period :				Lesson :	
Strand : Intro	oduction to c	omputing	Sub-strand	<b>d :</b> Technology in the commu	unity
Indicator (co	ode)	B6.1.4.1.1. B6.	1.4.1.2.	$\sim$	$\checkmark$
Content star	ndard (code)	B6.1.4.1. B6.1.	4.1.	$\sim$	
Performance	e Indicator	Learners ca	in define c	ommunication	
		Learners ca	an identify	three more technological to	ools for communication in
		the commu	inity.	,5	
-		=		nication and Collaboration Pe	ersonal Development and
Leadership C 	Critical Thinkir	ng and Problem Solv	ving.		
Keywords				$\mathcal{O}$	
				<u>۲</u>	
T. L .R. (s)		Laptop	K		
Ref:	Computing	curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning inclu	uding asse	ssment)	Plenary / Reflections
	(preparing the brain	N.			
	for				
	learning)				
	Engage	Put learners into g	roups to d	iscuss communication and	What have we learnt
	learners to	present findings to			today?
Wednesday	sing songs				
	and recite	Guide learners to r	mention ar	nd describe the importance	Ask learners to
	familiar	of technology in co	ommunicat	tion.	summarize the main
	rhymes				points in the lesson
		Assessment: Let le	arners ide	entify three more	
		technological tools	s for comm	nunication in the	
		community			
Vetted by :			Sigr	nature:	Date :

SUBJECT: CREATIVE ARTS

CLASS: SIX

Week Endin	ig:			Class size:		
Day :			Da	Date :		
Period :				sson :		
renou .			Le			
Strand : Performing Arts Sub-stran			rand :	Planning, Making and Cor	nposing	
				$\sim$		
Indicator (c	ode)	B6 2.2.2.1				
Content sta	ndard (code)	B6 2.2.2.				
Performanc	e Indicator	Learners can experiment	with	available performing arts	media and techniques to	
		create performing artwo	ks bas	ed on own views, knowle	dge and understanding of	
		artworks produced by so	me int	ernational performing art	ists	
		tivity and Innovation Com	nunic	ation and Collaboration Pe	ersonal Development and	
Leadership	Critical Thinkir	ng and Problem Solving.	$\bigcirc$			
Keywords			)			
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including a	(new learning including assessment)		Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	Critically examine the c	-	ations and performances	today?	
	sing songs	of some international art				
	and recite	make similar compositi		•	Ask learners to	
	familiar	international artists stud		0	summarize the main	
	rhymes	techniques, elements, ins	trume	ents, melodies etc. for	points in the lesson	
		example:				
		<ul> <li>Song by Bob Marley</li> </ul>				

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

SUBJECT: GHANAIAN LANGUAGE

CLASS: SIX

Week Endin	g:				Class size:	
Day :			1	Dat	2:	
Period :				Less	ion :	
					$\sim$	~
Strand : Rea	ding		Sub-strand	<b>d :</b> v	ocabulary (Sight and cor	itent vocabulary)
Indicator (co	ndard (code)		6.2.5.1.2 6.2.5.1.		<u> </u>	
Performance				dial	oques aloud with corres	t pronunciation and tone.
Ferrormanc					N N N N N N N N N N N N N N N N N N N	th correct pronunciation
		and tone.	$\frown$			
Core Compe	tencies: Crea	tivity and Innovati	on Commun	nicat	ion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem So	lving.			
Konwordo			$\sim$			
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, record	ded	audios visual	
Ref:	Ghanaian La	anguage curriculu	ım			
		$\langle \rangle$				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	cluding asses	ssm	ent)	Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	• Do a sample rea	ading for lea	arne	rs to hear.	What have we learnt
	leaners to	<ul> <li>In their groups,</li> </ul>	help learne	ers to	o take turns to read	today?
	sing songs	dialogues, using o	correct pron	unc	iations and tonations.	
	and recite familiar					Review the lesson with
	rhymes				logues aloud with	learners
	,	correct pronuncia	ation and to	ne.		

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