

A dark green vertical bar runs down the left side of the page. A light green arrow points to the right, overlapping the bar.

**SAMPLE LESSON NOTES-WEEK 6**  
BASIC FIVE

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Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 6

### BASIC FIVE

Name of School.....

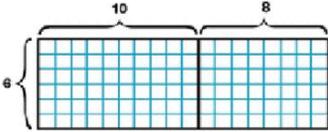
<b>Week Ending</b>			
<b>Class</b>		Five	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum Page	
<b>Learning Indicator(s)</b>		B5.1.10.1.1. B5.2.6.1.2. B5.3.4.1.1. B5.4.3.1.1. B5.5.4.1.2. B5.6.1.1.1	
<b>Performance Indicator</b>		<p>A. Learners can demonstrate awareness of the features of spoken language</p> <p>B. Learners can use the following terms in spoken and written expressions</p> <p>C. Learners can use comparatives forms of regular and irregular adjectives</p> <p>D. Learners can choose appropriate ways and modes of writing for a variety of purposes</p> <p>E. Learners can use the simple past verb form to express past needs, feelings and interest</p> <p>F. Learners can read a variety of age- and level appropriate books</p>	
<b>Teaching/ Learning Resources</b>		Word cards, sentence cards, letter cards and a class library	
<b>Core Competencies:</b> Reading and Writing Skills Personal Development and Leadership and Collaboration			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
Monday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>LITTLE POLLY FLINDERS</u>                      Little Polly flinders                      Sat among the cinders                      Warming her pretty little toes!                      Her mother came and caught her,                      And whipped her little daughter,                      For spoiling her nice new clothes.</p>	<p><b>A. ORAL LANGUAGE</b> (Presentation Pg.86)</p> <p>Revise important features of spoken language such as use of contractions and ellipsis.</p> <p>Help learners to use contractions and ellipsis in speech.                      E.g. 1. Contraction:                      i. Kofi cannot come today. ii. Kofi can't come today.</p> <p>2. Ellipsis: A: When will you come?                      B: Tomorrow</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
Tuesday	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>ONE POTATO TWO POTATOES</u>                      One potato, two potatoes,                      three potatoes ,four!                      Five potatoes, six potatoes,                      seven potatoes , more!                      Eight potatoes nine potatoes                      ten potatoes, all</p>	<p><b>B. READING</b> (Vocabulary Pg.96)</p> <p>Choose a text to guide learners identify synonyms, antonyms, idioms or phrasal verbs etc.</p> <p>Create a scenario where learners can use idioms, antonyms, prefixes, suffixes and phrasal verbs, synonyms, etc. in meaningful sentences in written and spoken languages.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

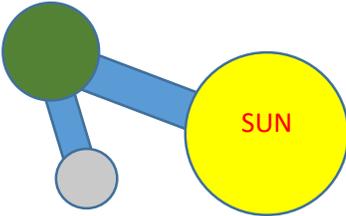
<p>Wednesday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>HEAD SHOULDERS KNEES AND TOES</u>  Head shoulders knees and toes,  Knees and toes  Head shoulders knees and toes  Knees and toes  And eyes and ears and mouth and nose.  Head shoulders knees and toes,  Knees and toes.</p>	<p><b>C. GRAMMAR</b>  (Adjectives Pg.111)</p> <p>Revise the formation of the comparative adjective using ‘er’ and the superlative using ‘est’ e.g. fat, fatter, fattest.</p> <p>Introduce learners to formation of comparison for irregular adjectives.</p> <p>Let them form the comparative forms for irregular adjectives.  e.g.  good            better  Bad              worse</p> <p>Introduce drills to give learners practice in their usage</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Thursday</p>	<p>Engage learners to sing songs and recite familiar rhymes</p> <p><u>THERE WAS A JOLLY MILLER ONCE</u>  There was a jolly miller once  Lived on the river Dee  He worked and sang from morn till night,  No lark as blithe as he,  And this the burden of his song  Forever used to be,  I care for nobody, no not I,  And nobody cares for me.</p>	<p><b>D. WRITING</b>  (Paragraph Development Pg.122)</p> <p>Have learners study a sample text.</p> <p>Guide them through appropriate questions to identify the:  i. Mode of writing/types of essay ii. Purpose  iii. Audience</p> <p>Jumble the paragraphs and have learners in groups re-arrange the paragraphs into a coherent piece.</p> <p>Encourage learners to use search engines to search for the different modes of writing they have studied.</p> <p>Discuss the various modes of writing with learners. Have learners read a text to identify the structure of each mode</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>
<p>Friday</p>	<p>Engage learners to play the “Board Race” game</p> <p>Divide the class into two teams and give each team a colored marker.  Draw a line down the middle of the board and write a topic at the top.  The learners must then write as many words related to the topic in relay. The first person will write the first word and pass the colored marker to the one next in line.  Unreadable or misspelled words are not counted.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b>  (Using Action Words Pg.143)</p> <p>Let learners write on a story.  E.g. What happened after school on Monday?</p> <p>Discus the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually.</p>	<p>Give learners task to complete while you go round the class to support those who might need extra help.</p> <p>Have learners to read and spell some of the keywords in the lesson</p>

	<p>The team with the highest score wins!</p> <p>Learners play “popcorn reading” game. The rules are simple: One student starts reading aloud and then calls out "popcorn" when they finish. This prompts the next student to pick up where the previous one left off.</p>	<p>Learners exchange their work and edit as teacher guides by focusing on the past verb form and past participle form..</p> <p>Guide learners to rewrite the essay incorporating the corrections.</p> <p>Let learners write on another topic individually using the past verb form</p> <p><b><u>F.EXTENSIVE READING</u></b></p> <p>Have learners read independently books of their choice during the library period.</p> <p>Assessment: Ask learners to write a-three-paragraph summary of the book read</p>	<p>Invite individuals to present their work to the class for feedback.</p> <p>Have learners to draw parts of the story</p>
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<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>MATHEMATICS</b>
<b>Reference</b>	Mathematics curriculum Page 66
<b>Learning Indicator(s)</b>	B5.1.2.1.1-2
<b>Performance Indicator</b>	Apply mental mathematics strategies to determine answers for basic multiplication facts to 81 and related division facts.
<b>Strand</b>	Number
<b>Sub strand</b>	Number Operations
<b>Teaching/ Learning Resources</b>	Counters, bundle and loose straws base ten cut square
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal Development and Leadership Attention to Precision	

<b>DAYS</b>	<b>PHASE 1: STARTER</b> <i>10 MINS</i> <b>(Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN</b> <i>40MINS</i> <b>(New Learning Including Assessment)</b>	<b>PHASE 3:</b> <b>REFLECTION</b> <i>10MINS</i> <b>(Learner And Teacher)</b>
Monday	Let learners recall multiplication facts to 15.  Call learners to randomly answer multiplication facts.	Describe mental mathematics strategies used to determine a given basic fact, such as  A) Skip count up by one or two groups from a known fact. e.g., if $5 \times 7 = 35$ , then $6 \times 7$ is equal to $(35 + 7)$ and,  $7 \times 7$ is equal to $(35 + 7 + 7)$  B) Skip count down by one or two groups from a known fact e.g., if $8 \times 8 = 64$ ,  then $7 \times 8$ is equal to $(64 - 8)$ and  $6 \times 8$ is equal to $(64 - 8 - 8)$	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who may need special help.
Tuesday	Let learners recall multiplication facts to 18.  Call learners to randomly answer multiplication facts.	Engage learners to employ mental mathematics strategies used to determine a given basic fact, such as  A) Doubling e.g., for $8 \times 3$ , think $4 \times 3 = 12$ ,  and $8 \times 3 = (12 + 12) = 24$  B) Use patterns when multiplying by 9 e.g., for $9 \times 6$ , think $10 \times 6 = 60$ ,  and $60 - 6 = 54$	Give learners task to complete whiles you go round to guide those who don't understand.  Give remedial learning to those who may need special help.

		<p>E.g2. for <math>7 \times 9</math>, think <math>7 \times 10 = 70</math>, and <math>70 - 7 = 63</math></p>	
Wednesday	<p>Let learners recall multiplication facts to 18.</p> <p>Call learners to randomly answer multiplication facts.</p>	<p>Guide learners to apply mental mathematics strategies used to determine a given basic fact, such as</p> <p>A) repeated doubling e.g., if <math>2 \times 6</math> is equal to 12, then <math>4 \times 6</math> is equal to 24  and <math>8 \times 6</math> is equal to 48</p> <p>B) repeated halving e.g., for <math>60 \div 4</math>, think <math>60 \div 2 = 30</math>  and <math>30 \div 2 = 15</math></p> <p>C) Relate division to multiplication e.g., for <math>64 \div 8</math>, think <math>8 \times \dots = 64</math></p>	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>
Thursday	<p>Let learners recall multiplication facts to 20.</p> <p>Call learners to randomly answer multiplication facts.</p>	<p>Through demonstrations, guide learners to determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros</p> <p>e.g., for <math>3 \times 200</math> think of <math>3 \times 2</math> and then add two zeros.</p> <p>Apply halving and doubling when determining a given product e.g., <math>32 \times 5</math> is the same as <math>16 \times 10</math></p> <p>Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form e.g., <math>6 \times 18 = (6 \times 10) + (6 \times 8) = 60 + 48 = 108</math>.</p>  $6 \times 18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$ $= 108$	<p>Give learners task to complete whiles you go round to guide those who don't understand.</p> <p>Give remedial learning to those who may need special help.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>SCIENCE</b>		
<b>Reference</b>	Science curriculum Page 20		
<b>Learning Indicator(s)</b>	B5.2.1.1.1		
<b>Performance Indicator</b>	Know how day and night are formed		
<b>Strand</b>	Cycles		
<b>Sub strand</b>	Earth Science		
<b>Teaching/ Learning Resources</b>	Balls, football, ice-cream stick, torch, pen and globe		
<b>Core Competencies:</b> Problem Solving skills; Critical Thinking; Justification of Ideas; Collaborative Learning; Personal			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Assemble materials such as polystyrene (plastic) balls, football, ice-cream stick, torch, pen and globe. Have learners identify the materials and relate to them.</p> <p>Learners are assisted to understand the terms, rotation and axis using a ball. <b>Rotation</b> is the movement of the earth or any heavenly body turning on its axis. <b>Axis</b> is an imaginary line on which something rotates.</p> <p>Explain how the motion of the earth causes day and night, with the aid of a globe.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners observe a demonstration of day and night, using appropriate materials, e.g. globe of the earth, blu tac, and lamp without shade and a dark room.</p>  <p>Learners explain how day and night come about and draw diagrams to represent their work.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>		
<b>Reference</b>	OWOP curriculum Page 26		
<b>Learning Indicator(s)</b>	B5.1.3.2.1.		
<b>Performance Indicator</b>	Identify things to do to stay safe on roads		
<b>Strand</b>	All About Us		
<b>Sub strand</b>	My Family		
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips		
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving and Cultural Identity			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated. Ask them to put words together to form a definition</p>	<p>Learners talk about the things they need to know to stay safe on the road. e.g. <i>traffic light, road signs, stick to the pavement, do not walk on the road, crossing road only at the pedestrian crossing.</i></p> <p>Lead learners to visit the nearest traffic light, or watch pictures of the use of traffic lights.</p> <p>Learners in groups discuss and present their findings on the use of the traffic lights.</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Learners demonstrate the use of traffic lights/lollipop e.g. yellow means get ready to stop, red means stop, and green means go</p> <p>Learners draw and color the traffic light.</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>
<b>Reference</b>	RME curriculum Page 36
<b>Learning Indicator(s)</b>	B5.1.2.1.1.
<b>Performance Indicator</b>	Discuss the effects of human activities on the environment.
<b>Strand</b>	God's Creation & Attributes
<b>Sub strand</b>	The Environment
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.
<b>Core Competencies:</b> Cultural Identity, Sharing Reconciliation, Togetherness, Unity Communication and Collaboration,	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Paste pictures on the board.</p>  <p>Have learners to talk about the pictures</p>	<p>Guide learners to talk about the human activities in the environment.</p> <p>Show pictures and video clips on human activities that destroy the environment: illegal mining (galamsey), indiscriminate cutting down of trees (deforestation), pollution of water bodies, air pollution, etc.</p>  <p>Assessment: Let learners write the effects of human activities on the environment: climate change – heat, floods, rain storms, less rainfall, famine, drought, etc.</p>	<p>What have we learnt today?</p> <p>Effects of human activities on the environment.</p> <p>Learners talk about what was interesting and made meaning to them in the lesson and what they will change and do differently</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>HISTORY</b>
<b>Reference</b>	History curriculum Page 31
<b>Learning Indicator(s)</b>	B5.2.5.1.1
<b>Performance Indicator</b>	Name Ghanaians who have made significant Contribution locally and internationally
<b>Strand</b>	My Country Ghana
<b>Sub strand</b>	Some Selected Individuals
<b>Teaching/ Learning Resources</b>	Pictures and Videos
<b>Core Competencies:</b> The use of evidence to appreciate the significance of historical locations help learners to become critical thinkers and digital literates	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Teacher introduces the lesson to learners. Students are to list all the words they associate with the topic to be treated.</p> <p>Ask them to put words together to form a definition</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: Osibisa- music group</p>  <p><i>Osibisa are a Ghanaian afro rock band founded in london in 1969 by four expatriate african and three Caribbean musicians. Their music is a fusion of Africa, Caribbean, jazz, funk, rock, Latin, R&amp;B and highlife.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>
	<p>Teacher writes and lets students see the answer on the board, perhaps a picture of object on the board.</p> <p>The students must come up with questions in which the answer could be the object on the board.</p>	<p>Retell the live stories of any Ghanaian who have made significant contribution locally and internationally Example: El Anatsui</p> 	<p>Ask learners questions to review their understanding of the lesson.</p> <p>Have learners write 3 facts of the lesson on a sheet of paper and it in their pockets and learn it on their way home.</p>

		<p><i>El Anatsui is a Ghanaian sculptor and an internationally acclaimed artist who transforms simple materials into complex assemblages that create distinctive visual impact. He uses discarded resources like liquor bottle caps, printing plates etc.</i></p> <p>Use pictures to identify some of the important contributions he made locally and internationally</p>	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B5.2.3.4.1 B5.2.3.5.1		
<b>Performance Indicator</b>	Stage a display of own portfolio of performing artworks that reflect the history and culture of the people of Africa		
<b>Strand</b>	Performing Arts		
<b>Sub strand</b>	Displaying and Sharing (Performing Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools, other materials available in the community		
<b>Core Competencies:</b> Decision Making Creativity, Innovation Communication Collaboration Digital Literacy			
<b>DAYS</b>	<b>PHASE I: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Engage learners to watch a short video or live performances that reflect the history and culture of the people in Africa.</p> <p>Let learners talk about the video and tell the class the part of the video that interest them most.</p> <p>Learners to perform parts of the video in groups.</p> <p>In groups, discuss the need for displaying portfolio of own performing artworks.</p>	<p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p>
	<p>Play games and sing songs to begin the lesson.</p> <p>Using questions and answers, review the understanding of learners of the previous lesson</p>	<p>Guide learners to plan a display of portfolio of own music, dance or drama</p> <p>Have learners talk about how they felt performing their own compositions.</p> <p>Learners to talk about <i>i. what they learnt from the performance of other groups.</i> <i>ii.what other things they would want to do to improve upon their compositions.</i></p>	<p>What have we learnt today?</p> <p>Planning and Displaying of own artworks.</p> <p>Give Learners home task to observe and reflect on a specific activity within their environment and compose a short performance for class discussion</p>

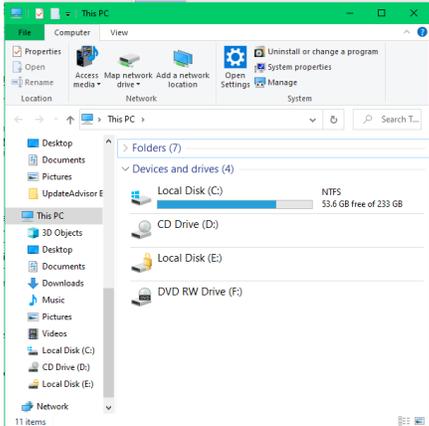
<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 47
<b>Learning Indicator(s)</b>	B5.3.1.1.1-3
<b>Performance Indicator</b>	Recognize the use of full stops, comma and colon.
<b>Strand</b>	Writing
<b>Sub strand</b>	Penmanship
<b>Teaching/ Learning Resources</b>	Word cards, sentence cards, letter cards, handwriting on a manila card
<b>Core Competencies:</b> Creativity and innovation, Communication and collaboration, Critical thinking	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Ding dong bell.</b>  Pussy's at the well.  Who took her there?  Little Johnny Hare.  Who'll bring her in?  Little Tommy Thin.  What a jolly boy was that  To get some milk for pussy cat,  Who ne'er did any harm?  But played with the mice in his father's barn</p>	<p>Let learners write a sentences on the board and in their books.</p> <p>Go round and check the sentences written to see if full stops are at the ends.</p> <p>Discuss the punctuation, full stop, with learners.</p> <p>Write a passage on the board with all punctuations.</p> <p>Assist learners to recognize that a full stop is used at the end of a complete sentence, and to separate initials.</p>	<p>Ask learners questions to review their understanding of the lessson.</p> <p>Give learners task to do whiles you go round to guide those who need help.</p>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Write a passage on the board with all the appropriate punctuations.</p> <p>Discuss the passage with learners, and help them to recognize the punctuation comma.</p> <p>Assist learners to recognize that a comma is used to separate a list of items. It serves as a pause in sentences and speech.</p> <p>Let learners write sentences or short passages using the comma.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>
	<p>Engage learners to sing songs and recite rhymes</p> <p><b>Row, Row, Row Your Boat"</b>  Row, row, row your boat,  Gently down the stream.  Merrily, merrily, merrily,  merrily,</p>	<p>Write a passage on the board with all the appropriate punctuations.</p> <p>Discuss the use of the colon in the passage.</p>	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>

	Life is but a dream. Engage learners to sing songs and recite rhymes	Assist learners to recognize that a colon is used to list and explain a statement, or to mention a list of items	
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<b>Week Ending</b>			
<b>Class</b>	Five		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	PE curriculum Page		
<b>Learning Indicator(s)</b>	B5.1.6.1.6		
<b>Performance Indicator</b>	Learners can strike a dropping light ball upward and forward to a teammate using the hands or feet.		
<b>Strand</b>	Motor skills and movement pattern		
<b>Sub strand</b>	Rhythmic skills		
<b>Teaching/ Learning Resources</b>	Pictures, videos and ball		
<b>Core Competencies:</b> personal skills and competencies such as precision, coordination strength			
<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	Learners go through general and specific warm-ups.	<p>After warm-ups as usual, learners are grouped in pairs with a ball.</p> <p>Learners toss balls and swing their feet from behind to strike the ball to a partner at appropriate distance.</p> <p>Partners strike the ball back to continue the rally.</p> <p>Have learners to strike light ball like volleyballs with their hands</p> <p>Learners strike heavy balls like football with their foot to prevent injuries.</p> <p>Learners continue with the process when the ball drops.</p>	<p>Learners to practice individually and in groups.</p> <p>Help those who finds it difficult and help them</p> <p><b>Assessment:</b> Organize mini game for learners for fun and enjoyment.</p> <p>Take learners through cool down to end the lesson</p>

<b>Week Ending</b>	
<b>Class</b>	Five
<b>Subject</b>	<b>COMPUTING</b>
<b>Reference</b>	Computing curriculum Page 13
<b>Learning Indicator(s)</b>	B5.1.2.1.5-6
<b>Performance Indicator</b>	Demonstrate understanding of the File Explorer window
<b>Strand</b>	Introduction To Computing
<b>Sub strand</b>	Introduction To MS-Windows Interface
<b>Teaching/ Learning Resources</b>	Computer, Laptop, Smartphone
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship. 4. Personal development and leadership. 5. Digital literacy	

<b>DAYS</b>	<b>PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)</b>	<b>PHASE 2: MAIN 40MINS (New Learning Including Assessment)</b>	<b>PHASE 3: REFLECTION 10MINS (Learner And Teacher)</b>
	<p>Have learners play games and recite familiar rhymes to begin the lesson</p> <p>Using questions and answers, review their understanding of the previous lesson</p>	<p>Demonstrate moving, copying and pasting a file or icon into and from a folder on the desktop.</p> <p>Guide learners to copy and paste a file or icon into and from a folder on the desktop.</p> <p>Guide learners to use the file explorer to locate files.</p> 	<p>Ask learners to summarize what they have learnt.</p> <p>Let learners say 5 words they remember from the lesson.</p>