


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 7**  
BASIC SIX

A series of thin, dark green lines radiate from the bottom left corner, resembling blades of grass or reeds.

Fayol Inc.  
0547824419/0549566881

## SCHEME OF LEARNING- WEEK 7

### BASIC SIX

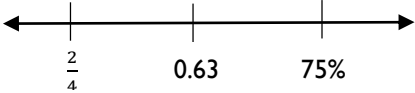
Name of School.....

<b>Week Ending</b>			
<b>Class</b>		Six	
<b>Subject</b>		<b>ENGLISH LANGUAGE</b>	
<b>Reference</b>		English Language curriculum	
<b>Learning Indicator(s)</b>		B6.1.4.1.2. B6.2.7.1.1 B6.3.5.1.1 B6.4.9.3.1 B6.5.5.1.1	
<b>Performance Indicator</b>		<p>A. Learners can tell stories around given themes</p> <p>B. Learners can construct meaning from texts, note and recall main ideas in sequence</p> <p>C. Learners can use different types of verbs</p> <p>D. Learners can review, and revise the draft to produce a coherent</p> <p>E. Learners can use superlative forms of regular and irregular adjectives to make comparison</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>Learners to play games, sing songs and recite rhymes.</p> <p>Students start in a line at the back of the classroom and take one step forward for each question they answer correctly, sentence finished, or word guessed.</p> <p>The first to the front wins</p>	<p><b>A. ORAL LANGUAGE</b> (Story Telling Pg.154)</p> <p>Discuss themes in storytelling.</p> <p>Tell a story to learners. Guide learners with questions to identify the theme of the story e.g. love, honesty, patriotism, hard work, etc.</p> <p>Based on the example, have learners tell stories around given themes.</p> <p>With examples encourage the use of appropriate vocabulary to depict chosen themes</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Write the blends on a series of small cards, one on each card. Call learners in turns to pick and make the sounds and form word with it.</p>
Tuesday	<p>Have learners recite familiar rhymes.</p> <p><b>ONCE I CAUGHT A FISH ALIVE</b> One, two, three, four, five Once I caught a fish alive Six, seven, eight, nine, ten Then I let it go again Why did you let it go? Because it bit my finger so Which finger did it bite? This little finger on my right</p>	<p><b>B. READING</b> (Comprehension Pg.175)</p> <p>Select level-appropriate texts for learners.</p> <p>Learners connect their background knowledge to help them make meaning of the text as they read.</p> <p>Assist learners with a variety of questions to make meaning during and after reading the text.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Have learners to read and spell the key words on the board.</p>

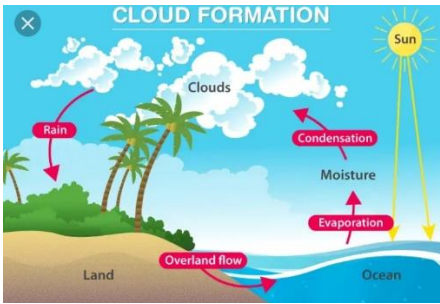
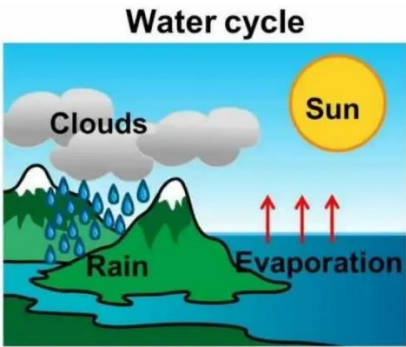
		<p>Lay emphasis on the need to use the environment of a word to get its meaning.</p> <p>Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R</p>	
Wednesday	<p>Write down a couple of words on cards. Make sure learners are familiar with the words.</p> <p>Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!</p>	<p><b>C. GRAMMAR</b> (Verbs)</p> <p>Have learners identify verbs in sentences and use them in their own sentences.</p> <p>– Helping verb (primary auxiliary and modal auxiliary E.g. can, might, would, ought, is, are, was, were).</p> <p>Choose a text (story) and have the learners work in groups to identify the main verbs.</p> <p>Assessment: Let each group select five of the verbs and use them in sentences.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p> <p>Give learners class/ home task to underline verbs in given sentences in their workbooks</p>
Thursday	<p>Engage learners to do the “popcorn” reading</p> <p>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. You can choose the reading order with a seating chart, or you can have each student pick the next person that will read aloud.</p>	<p><b>D. WRITING</b> (Narrative Writing)</p> <p>Have learners review their first draft by reading it slowly and critically several times to identify words and expressions that need to be cancelled.</p> <p>Guide learners with the questions below:</p> <p>iv. Are your ideas in order and easy to understand?</p> <p>v. Are all the sentences talking about the main idea of the paragraph?</p> <p>vi. Are all the paragraphs talking about the topic?</p>	<p>Teacher moves round the class to monitor the progress of learners in their write up.</p> <p>Orally help learners to complete the writers reflection worksheet.</p> <p>My piece of writing is about?</p> <p>My favorite part of my writing is.....</p> <p>Something I found difficult was.....</p>
Friday	<p>Gather 20 objects that can be found in the classroom and lay them all out on the desk.</p> <p>Show them all to the students and then cover everything with a blanket or a sheet after one minute.</p> <p>Ask the students to write down as many items they remember on a piece of paper.</p> <p>Write a list of the items on the chalkboard and allow students to self-correct.</p>	<p><b>E. WRITING CONVENTIONS &amp; GRAMMAR USAGE</b> (Using Qualifying Words – Adjectives)</p> <p>Revise adjectives by having learners describe various classroom objects and people.</p> <p>Provide samples of texts demonstrating the use of the comparative and superlative forms of regular/irregular adjectives.</p>	<p>Ask learners to tell you what they have learnt</p> <p>Let learners read and spell the keywords written on the board</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>MATHEMATICS</b>		
<b>Reference</b>	Mathematics curriculum Page 131		
<b>Learning Indicator(s)</b>	B6.1.3.1.1		
<b>Performance Indicator</b>	Learners can compare and order a mixture of fractions: common, percent and decimal fractions (up to thousandths)		
<b>Strand</b>	Number		
<b>Sub strand</b>	Fractions		
<b>Teaching/ Learning Resources</b>	Paper strips, cut out cards		
<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 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>Let learners solve the brain teaser below.</p> <p>What is the next number in the sequence ?</p> <p>1, 4, 9, 16, 25, 36, ___</p> <p><b>Answer : 49</b></p> <p>Continue the fun with more examples</p>	<p>To compare and order a mixture of common, decimal and percent fractions, express them in one form (i.e. either common decimal or percent);</p> <p>e.g. to order 75%, <math>\frac{2}{4}</math>, 0.63.</p> <p>This is case, we express all in percentage as fractions</p> $75\% = \frac{75}{100}$ $\frac{2}{4} = \frac{50}{100}$ $0.63 = \frac{63}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (50,63,75)</p> <p>Thus <math>\frac{2}{4}</math>, 0.63, 75%</p> <p>Assessment: Have learners practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
Tuesday	<p>Let learners solve the brain teaser below.</p> <p>If</p> $\triangle + \text{pentagon} = 19$ $\triangle > \text{pentagon}$ $\text{pentagon} = 9$ $\triangle = \underline{\hspace{2cm}}$	<p>Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest</p> <p>e.g. to order 75%, <math>\frac{2}{4}</math>, 0.63.</p> <p>This is case, we express all in percentage as fractions</p> $75\% = \frac{75}{100}$ $\frac{2}{4} = \frac{50}{100}$ $0.63 = \frac{63}{100}$	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>


		<p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (50,63,75)</p> <p>Thus <math>\frac{2}{4}</math>, 0.63, 75%</p> <p>Assessment: Have learners practice with more examples</p>													
Wednesday	<p>Let learners determine the missing number in the box</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>8</td> <td>10</td> <td>12</td> </tr> <tr> <td>16</td> <td>20</td> <td>?</td> </tr> <tr> <td>32</td> <td>40</td> <td>48</td> </tr> </table> <p>Answer: 24</p>	4	5	6	8	10	12	16	20	?	32	40	48	<p>Guide learners to order a mixture of common, decimal and percent fractions from the highest to the least. e.g. 0.58, 71%, <math>\frac{4}{10}</math></p> <p>guide learners to express all in percentage as fractions.</p> $0.58 = \frac{58}{100}$ $71\% = \frac{71}{100}$ $\frac{4}{10} = \frac{40}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (71,58,40)</p> <p>Thus 71%, 0.58, <math>\frac{4}{10}</math>,</p> <p>Assessment: Have learners practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p>
4	5	6													
8	10	12													
16	20	?													
32	40	48													
Thursday	<p>Engage learners to sing the song</p> <p><u>WE CAN COUNT</u>          We class six          We can count          We count 1,2,3,4,5          We count 6,7,8,9,10          We class six can count very well.</p>	<p>Guide learners to order a mixture of common, decimal and percent fractions from the highest to the least. e.g. 0.58, 71%, <math>\frac{4}{10}</math></p> <p>guide learners to express all in percentage as fractions.</p> $0.58 = \frac{58}{100}$ $71\% = \frac{71}{100}$ $\frac{4}{10} = \frac{40}{100}$ <p>Hence, since the denominators are the same we order the numerators from least to the largest. i.e. (71,58,40)</p> <p>Thus 71%, 0.58, <math>\frac{4}{10}</math>,</p> <p>Assessment: Have learners practice with more examples</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p> <p>Give learners individual or home task</p> <p>0.58, 71%, <math>\frac{4}{10}</math></p>												
Friday	<p>Write down the numbers 1 through to 9 on a sheet of paper like this</p> <p style="text-align: center;">1 2 3 4 5 6 7 8 9</p>	<p>Guide learners to order a mixture of common, decimal and percent fractions from the least to the highest and represent it on a number line.</p>	<p>Ask learners to tell you what they have learnt and what they will like to learn in the next lesson</p>												

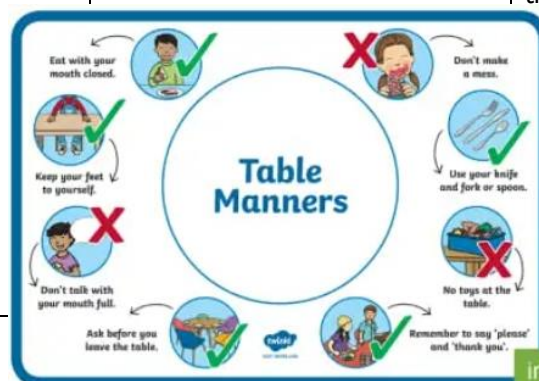
	<p>Learners in pairs take turns to select numbers. When a number is selected, the player who choose it crosses it off. The first person to get any 3 numbers that add up to exactly 15 wins.</p>	<p>Using the example in the previous lesson e.g. to order 75%, <math>\frac{2}{4}</math>, 0.63.</p>  <p>Assessment: Have learners practice with more examples.</p>	<p>Give learners individual or home task</p>
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<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>SCIENCE</b>
<b>Reference</b>	Science curriculum Page 36
<b>Learning Indicator(s)</b>	B6.2.1.2.1
<b>Performance Indicator</b>	Explain how rain falls from clouds
<b>Strand</b>	Cycle
<b>Sub strand</b>	Earth Science
<b>Teaching/ Learning Resources</b>	Torch candle matchstick lantern paper pencil
<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 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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Guide learners to explain the formation of clouds.</p>  <p>Lead learners to explain the terms: "evaporation, condensation, dew point, ice, cloud, gravity and precipitation".</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>
	<p>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them</p>	<p>Learners, in an activity, design a model showing the formation of raindrops around tiny spots of dust or smoke and falling from high parts of a cloud.</p>  <p>Explain to learners that not all clouds result in rainfall</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>

<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>OUR WORLD OUR PEOPLE</b>
<b>Reference</b>	OWOP curriculum Page 49
<b>Learning Indicator(s)</b>	B6.1.4.1.1.
<b>Performance Indicator</b>	Identify ways of promoting food safely
<b>Strand</b>	All About Us
<b>Sub strand</b>	Home And School
<b>Teaching/ Learning Resources</b>	Pictures, Charts, Video Clips
<b>Core Competencies:</b> Communication and Collaboration Critical Thinking and Problem Solving Cultural Identity and Global Citizenship	

<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>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Learners discuss ways of ensuring food safety e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot</p> <p>Learners demonstrate how to cook and serve hot food safely.</p> 	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Engage learners to identify safety food practices.</p> <p><i>Food safety practices include preparing food in a safe manner, serving food in safe manner and cleaning up.</i></p> <p>Learners mention some table manners.</p>	<p>Ask learners questions to review their understanding of the lesson</p> <p>Learners to tell what was interesting about the lesson.</p> <p>Give learners task to do in their work books.</p>





<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>RELIGIOUS &amp; MORAL EDUCATION</b>		
<b>Reference</b>	RME curriculum Page 48		
<b>Learning Indicator(s)</b>	B6 1.2.1.2:		
<b>Performance Indicator</b>	Explain the religious and moral lessons in preserving the environment.		
<b>Strand</b>	God's Creation And 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, Critical Thinking Creativity and Innovation 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>
	Engage learners to play games and sing familiar rhymes to begin the lesson.	<p>Guide learners to talk about the religious and moral lessons in preserving the environment:</p> <ul style="list-style-type: none"> <li>- <i>humankind must account for his or her stewardship of the environment,</i></li> <li>- <i>to promote healthy life,</i></li> <li>- <i>to respect other creatures' right to survival,</i></li> <li>- <i>it is a command from God, etc.</i></li> </ul> <p>Through questions and answers, let learners show how they can preserve the environment:</p> <ul style="list-style-type: none"> <li>- <i>Afforestation,</i></li> <li>- <i>proper methods of fishing and hunting,</i></li> <li>- <i>proper disposal of refuse,</i></li> <li>- <i>legal methods of mining,</i></li> <li>- <i>avoiding indiscriminate bush-burning,</i></li> <li>- <i>proper ways of sand-winning, etc.</i></li> </ul>	<p>Use series of questions and answers to review learners understanding of the lesson</p> <p>Ask learners to tell the class what they have learnt.</p> <p>Call learners in turns summarize the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>HISTORY</b>		
<b>Reference</b>	History curriculum Page 41		
<b>Learning Indicator(s)</b>	B6.4.4.1.1		
<b>Performance Indicator</b>	Describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957		
<b>Strand</b>	Colonization & Development		
<b>Sub strand</b>	Political Development		
<b>Teaching/ Learning Resources</b>	Wall charts, wall words, posters, video clip, etc.		
<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>Ask learners questions to review their understanding in the previous lesson.</p> <p>Engage learners to sing some patriotic songs to stimulate their interest. e.g. "God bless our home land Ghana" "Yen ara ya saase ne" etc.</p>	<p>Explain the concepts of 'direct' rule <i>Direct rule is a system of government in which a province is controlled by a central government. In the beginning , the british used the direct rule system. The whole colony was ruled directly by the colonial office in London. This means all rules were given by the british.</i></p> <p>Guide learners to discuss the features of 'direct' rule. <i>i. it did not need the consent of the local people in decision making. ii. the colonial master only made decisions for the people. iii. there was no representative of the local people in legislative and the executive administration.</i></p>	<p>Use series of questions and answers to review learners understanding of the lesson.</p> <p>Call learners in turns to summarize the lesson</p>
	<p>Put students into groups of three 3 and number them 1-3. Put three number statements up to the white board and ask students to explain the corresponding statements to their group. The group who explains well wins.</p>	<p>Engage learners to discuss the division of the colony into provinces</p> <p>The Gold Coast Colony was divided into four provinces namely i. the Gold coast itself ii. Ashanti iii. Northern Territories iv. British Togo land</p> <p>Discuss the advantages and disadvantages of 'direct' rule.</p>	<p>Ask learners series of questions to review their understanding of the lesson</p> <p>Call learners in turns to summarize the lesson</p>

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>CREATIVE ARTS</b>		
<b>Reference</b>	Creative Arts curriculum Page		
<b>Learning Indicator(s)</b>	B6.1.4.6.1 B6.1.4.7.1		
<b>Performance Indicator</b>	Analyze and appreciate own or others' artworks		
<b>Strand</b>	Visual Arts		
<b>Sub strand</b>	Appreciating and Appraising (Visual Arts)		
<b>Teaching/ Learning Resources</b>	Photos, videos, art paper, colors and traditional art tools,		
<b>Core Competencies:</b>	Decision Making Creativity, Innovation Communication Collaboration 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>
	Engage learners to sing songs and play games to begin the lesson.	Appreciating in art is the ability of people to look at a work of art and understand how the work was made.  Explain to learners the guidelines and have them agree to it. ➤ Description of the work: <i>this stage involves describing what the work is made of, size of the work and materials used.</i> ➤ The subject matter: <i>this stage talks about the meaning of the work.</i> ➤ Appraisal: <i>this stage talks of the use of the artwork.</i> ➤ Experience to share: <i>this stage talks about the design process</i>	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board
	Engage learners to sing songs and play games to get them ready for lesson.  Use questions and answers to review learners understanding in the previous lesson	Learners are to display selected works that reflect the history and culture of the people of Ghana.  Talk about the works dispassionately using the developed guidelines.  Use the outcome of the appreciation/appraisal to modify the product or to produce similar or different artworks.  Record the activity and share using a social media platform accepted by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt.

<b>Week Ending</b>	
<b>Class</b>	Six
<b>Subject</b>	<b>GHANAIAN LANGUAGE</b>
<b>Reference</b>	Ghanaian Language curriculum Page 79
<b>Learning Indicator(s)</b>	B6.4.1.1.1-3
<b>Performance Indicator</b>	Write a brief report on an event or activity they have witnessed.
<b>Strand</b>	Composition Writing
<b>Sub strand</b>	Narrative Writing
<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>
	Write down a couple of words on cards. Make sure learners are familiar with the words. Divide the class in to groups. One person from each group comes up in front to pick and act the word. The group to get the highest score wins!	Discuss with learners how to write a narrative composition.  Show a sample of a narrative writing and discuss its structure and key points.  Ask learners to narrate to the class an activity in which they took part.  Discuss the narration from the learner.  Assist learners to write a report or an account of a particular event or activity in which they were involved.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board
	Engage learners to play the “What letter am I writing” game. Put learners into groups of two. The teacher writes a letter in the air. Learners makes the letter sound and tell the teacher the sound that has been written	Discuss with learners key points in writing a narrative composition.  Ask a learner to narrate an event witnessed to the class.  Assist learners to write a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed.	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board
	Ask learners questions to review their understanding in the previous lesson.  Engage learners to play games and sing familiar rhymes to begin the lesson.	Discuss with learners types of narrative writing.  Put learners in groups to discuss an event that took place in the school, home or community etc.  Assist learners to write a report or account of a particular event or activity	Use questions to review their understanding of the lesson  Ask learners to summarize what they have learnt  Learners to read and spell the key words on the board

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>PHYSICAL EDUCATION</b>		
<b>Reference</b>	Physical Education curriculum Page 75		
<b>Learning Indicator(s)</b>	B6.2.1.2.1:		
<b>Performance Indicator</b>	Learners can explain the importance of open space in playing team games.		
<b>Strand</b>	Movement Concepts, Principles and Strategies		
<b>Sub strand</b>	Space Awareness		
<b>Teaching/ Learning Resources</b>	Videos and pictures		
<b>Core Competencies:</b> Learners develop personal and communication skills as speaking, listening			
<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>
	Have learners to sing songs and recite some familiar rhymes	Learners explain the importance of open space in playing team games as; it allows room for the beauty of the game, learners are able to operate in a conducive atmosphere.  Self-space and general space are very important when working in groups.  Self-space is the amount of space one occupies when not travelling.	Review the lesson with learners

<b>Week Ending</b>			
<b>Class</b>	Six		
<b>Subject</b>	<b>COMPUTING</b>		
<b>Reference</b>	Computing curriculum Page 34		
<b>Learning Indicator(s)</b>	B6.1.3.1.4-6.		
<b>Performance Indicator</b>	Demonstrate basic manipulations on sample data		
<b>Strand</b>	Introduction To Computing		
<b>Sub strand</b>	Data, Sources And Usage		
<b>Teaching/ Learning Resources</b>	Pictures or projected images		
<b>Core Competencies:</b> Creativity and innovation. 2. Communication and collaboration. 3. Cultural identity and global citizenship.			
<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>Get a viral picture, a trending news on twitter, Facebook, YouTube and other social media handles.</p> <p>Discuss what is trending and invite learners to share their opinions on them.</p>	<p>Guide learners to sort data in alphabetical order and perform basic calculations such as multiplying, dividing and adding vales of sample data.</p> <p>Learners can also be guided to generate age data from dates of birth.</p> <p>Lead learners to collect data on the community using simple questionnaire, surveys, documents, observations, and record their findings data.</p>	<p>Ask learners to talk about what they have learnt.</p> <p>Pose questions to learners to review their understanding of the lesson</p>