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

NANA FIFI ACQUAH SCHOOL

WHATSAPP 0245350591

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

NANA FIIFI ACQUAH SCHOOL

GENERAL INFORMATION

Name of school……

District ……

Management Unit……

Name of Class Teacher ……

Class Teachers Reg. No……

Class ……

Boys ……

Girls……

Average age of pupils……..

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YEARLY SCHEME OF LEARNING

ENGLISH LANGUAGE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and Handwriting	Penmanship and Handwriting	Paragraph Development
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
2	Songs	Songs	Poems
	Phonics	Phonics	Vocabulary
	Nouns	Nouns	Nouns
	Penmanship and Handwriting	Penmanship and Handwriting	Paragraph Development
	Using Capitalisation	Using Naming Words/Nouns	Using Naming Words/Nouns
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
3	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 Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of 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

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	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
5	Dramatisation and Role Play	Dramatisation and Role Play	Conversation
	Blends and Consonant Clusters	Vocabulary	Comprehension
	Pronouns	Verbs	Verbs
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Qualifying Words-Adjectives	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
6	Dramatisation and Role Play	Conversation	Listening Comprehension
	Vocabulary	Vocabulary	Comprehension
	Pronouns	Adverbs	Prepositions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming Words/Nouns	Using Qualifying Words-Adjectives	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of 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 Words/Nouns	Using Qualifying Words-Adverbs	Using Simple, Compound and Compound Sentences
	Building the Love and Culture of Reading	Building the Love and Culture of Reading	Building the Love and Culture of Reading
8	Listening Comprehension	Asking and Answering Questions	Presentation

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

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

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YEARLY SCHEME OF LEARNING

COMPUTING

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

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

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YEARLY SCHEME OF LEARNING

SCIENCE

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
2	LIVING AND NON-LIVING THINGS	MATERIALS	MATERIALS
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 ENERGY	PERSONAL HYGIENE AND 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 ENERGY	FORCES AND MOVEMENT	CLIMATE CHANGE
11	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE
12	ELECTRICITY AND ELECTRONICS	PERSONAL HYGIENE AND SANITATION	CLIMATE CHANGE

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YEARLY SCHEME OF LEARNING

OWOP

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Nature of God	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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YEARLY SCHEME OF LEARNING

MATHS

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

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YEARLY SCHEME OF LEARNING

RME

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

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

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YEARLY SCHEME OF LEARNING

HISTORY

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	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

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	Thinking and exploring (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Visual Arts)
2	Thinking and exploring (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
3	Thinking and Exploring Ideas (Visual Arts)	Thinking and Exploring Ideas (Performing Arts)	Planning, Making and Composing (Performing Arts)
4	Planning, Making and Composing (Performing Arts)	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)
5	Planning, Making and Composing (Visual Arts)	Displaying and Sharing (Visual Arts)	Displaying and Sharing (Visual Arts)
6	Planning, Making and Composing (Performing Arts)	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)
7	Displaying and Sharing (Visual Arts)	Appreciating and Appraising (Visual Arts)	Appreciating and Appraising (Visual Arts)
8	Displaying and Sharing (Performing Arts)	Appreciating and Appraising (Performing Arts)	Thinking and Exploring Ideas (Performing Arts)
9	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Thinking and Exploring Ideas (Visual and Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)
10	Displaying and Sharing / Appreciating and Appraising (Visual and Performing Arts)	Planning, Making and Composing (Visual and Performing Arts)	Displaying and Sharing (Visual and Performing Arts)
11	Appreciating and	Displaying and Sharing (Visual and Performing Arts)	Appreciating and Appraising (Visual and

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

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YEARLY SCHEME OF LEARNING

GHANAIAN LANGUAGE

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

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

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YEARLY SCHEME OF LEARNING

PHYSICAL EDUCATION

WEEK	TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
1	LOCOMOTOR SKILLS	Manipulative Skills	FLEXIBILITY
2	LOCOMOTOR SKILLS	Manipulative Skills	BODY COMPOSITION
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	Manipulative Skills	CRITICAL THINKING

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B6 Term 1 ENGLISH LANGUAGE

WEEKS	STRAND	SUBSTRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	Word cards sentence cards, class library
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	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.	
2	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.1	Word cards sentence cards, class library
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	
	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.	
3	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	Word cards sentence cards, class library
	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	
	Grammar Usage At Word	Determiners	B6. 3.2.1..	B6. 3.2.1.1.	
	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.	
4	Oral Language	Story Telling	B6.1.4.1.	B6.1.4.1.1	Word cards sentence cards, class library
	Reading	Diphthongs	B6.2.3.1..	B6.2.3.1.1.	
	Grammar Usage At Word	Determiners	B6. 3.2.1.	B6. 3.2.1.2	
	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.	
5	Oral Language	Dramatisation and Role Play	B6.1.5.1.	B6.1.5.1.1	Word cards

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	Reading	Blends and Consonant Clusters	B6.2.5.1.	B6.2.5.1.1	sentence cards, class library
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	Writing	Writing as a Process	B6.4.9.1..	B6.4.9.1.1.	
	Using Writing Conventions	Using Naming Words/Nouns	B6.5.3.1.	B6.5.3.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
6	Oral Language	Dramatisation and Role Play	B6.1.5.1.	B6.1.5.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.1	
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	
	Writing	Writing as a Process	B6.4.9.2.	B6.4.9.2.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1.	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
7	Oral Language	Conversation	B6.1.6.1.. B6.1.6.2..	B6.1.6.1.1. B6.1.6.2.1.	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.2	
	Grammar Usage At Word	Adjectives	B6.3.4.1..	B6.3.4.1.1.	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
8	Oral Language	Listening Comprehension	B6.1.7.1. B6.1.7.1.	B6.1.7.1.1 B6.1.7.1.2	Word cards sentence cards, class library
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	
	Grammar Usage At Word	Adjectives	B6.3.4.1..	B6.3.4.1.1.	
	Writing	Narrative Writing	B6.4.9.3.	B6.4.9.3.1	
	Using Writing Conventions	Using Naming Words/Nouns	B6. 5.3.1..	B6. 5.3.1.3.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
9	Oral Language	Asking and Answering Question	B6.1.8.1..	B6.1.8.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.1	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.1	
	Writing	Creative/Free Writing	B6.4.11.1.	B6.4.11.1.1	

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	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
10	Oral Language	Giving and Following Commands	B6.1.9.1.	B6.1.9.1.1	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.2	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.2	
	Writing	Creative/Free Writing	B6.4.11.1	B6.4.11.1.1	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
11	Oral Language	Presentation	B6.1.10.1..	B6.1.10.1.1.	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Descriptive Writing	B6.4.12.1..	B6.4.12.1.1.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	
12	Oral Language	Presentation	B6.1.10.1.	B6.1.10.1.2	Word cards sentence cards, class library
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	
	Writing	Descriptive Writing	B6.4.12.1..	B6.4.12.1.1.	
	Using Writing Conventions	Using Action Words	B6.5.4.1.	B6.5.4.1.2	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1..	B6.6.1.1.1.	

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	DIVERSITY OF MATTER	LIVING AND NON-LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper,
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 paper
4	DIVERSITY OF MATTER	EARTH SCIENCE	B6.2.1.1.	B6.2.1.1.1	
5	CYCLES	EARTH SCIENCE	B6.2.1.2.	B6.2.1.2.1	
6	CYCLES	LIFE CYCLES OF ORGANISMS	B6.2.2.1.	B6.2.2.1.1	Plants and animals in the environment, plastics, stones, pictures videos paper
7	CYCLES	THE HUMAN BODY SYSTEMS	B6.3.1.1.	B6.3.1.1.1	
8	SYSTEMS	THE SOLAR SYSTEM	B6.3.2.1.	B6.3.2.1.1	
9	SYSTEMS	ECOSYSTEM	B6.3.3.1.	B6.3.3.1.1	
10	FORCES AND ENERGY	SOURCES AND FORMS OF ENERGY	B6.4.1.1.	B6.4.1.1.1	
11	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.1	Plants and animals in the environment, plastics, stones, batteries, pictures videos paper
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.1	

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 1 COMPUTING

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Introduction to computing	Generation of computers and parts of a computer and other gadgets	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Laptops, Images of clipboard, styles, fonts, paragraph
2	Introduction to computing	Introduction to MS-Windows Interface (Desktop Background and locations of the computer.)	B6.1.2.1. B6.1.2.1. B6.1.2.1. B6.1.2.1.	B6.1.2.1.1 B6.1.2.1.2 B6.1.2.1.3 B6.1.2.1.4	Laptops,
3	Introduction to computing	Data, sources and usage	B6.1.3.1. B6.1.3.1. B6.1.3.1. B6.1.3.1.	B6.1.3.1.1 B6.1.3.1.2 B6.1.3.1.3 B6.1.3.1.4	Laptops,
4	Introduction to computing	Technology in the community (communication)	B6.1.4.1. B6.1.4.1.	B6.1.4.1.1 B6.1.4.1.2	Laptops,
5	Presentation Word processing	Introduction to MS-PowerPoint (Tabs and ribbons of MS-PowerPoint) Introduction to Word Processing (Tabs and ribbons of word processing)	B6.2.1.1.. B6.3.1.1.	B6.2.1.1.1. B6.3.1.1.1.	Laptops,
6	Programming and databases	Introduction to databases, algorithm and programming.	B6.5.1.1. B6.5.1.1. B6.5.1.1.	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3	Laptops,
7	Programming and databases	Introduction to Electronic Spreadsheet	B6.5.3.1. B6.5.3.1. B6.5.3.1.	B6.5.3.1.1 B6.5.3.1.2 B6.5.3.1.3	Laptops, smart phones
8	Internet and social media	Network Overview Web browsers and Web Pages	B6.6.1.1.. B6.6.1.1. B6.6.2.1. B6.6.2.1.	B6.6.1.1.1. B6.6.1.1.2 B6.6.2.1.1 B6.6.2.1.2	Laptops, smart phones
9	Internet and social media	Surfing the world wide web Favourite places and Search engine	B6.6.3.1.. B6.6.3.1. B6.6.4.1. B6.6.4.1.	B6.6.3.1.1. B6.6.3.1.2 B6.6.4.1.1 B6.6.4.1.2	Laptops, smart phones
10	Internet and social media	Using Online Forms	B6.6.5.1. B6.6.5.1.	B6.6.5.1.1 B6.6.5.1.2	Laptops, smart phones
11	Internet and social media	Customising your browser	B6.6.6.1.. B6.6.6.1.	B6.6.6.1.1. B6.6.6.1.2	Laptops, smart phones

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			B6.6.6.1.	B6.6.6.1.3	
12	Internet and social media	Electronic Email	B6.6.7.1.	B6.6.7.1.1	Laptops, smart phones

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TERMLY SCHEME OF LEARNING

Termly Scheme of Learning (SOL) for B6 Term 3 MATHEMATICS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
2	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1. B6.1.1.1.	B6.1.1.1.2 B6.1.1.1.3	Counters, bundle and loose straws, Paper strips, Cut out cards
3	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.4	Counters, bundle and loose straws, Paper strips, Cut out cards
4	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1.	B6.1.1.1.5	Counters, bundle and loose straws, Paper strips, Cut out cards
5	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.1. B6.1.1.2.	B6.1.1.1.6 B6.1.1.2.1	Counters, bundle and loose straws, Paper strips, Cut out cards
6	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.2.	B6.1.1.2.2	Counters, bundle and loose straws, Paper strips, Cut out cards
7	Number	Counting, Representation, Cardinality & Ordinality	B6.1.1.3.	B6.1.1.3.1	Counters, bundle and loose straws, Paper strips, Cut out cards
8	Number	Number Operations	B6.1.2.1	B6.1.2.1.1	Counters, bundle and loose straws, Paper strips, Cut out cards
9	Number	Number Operations	B6.1.2.1.	B6.1.2.1.2	Counters, bundle and loose straws, Paper strips, Cut out cards
10	Number	Number Operations	B6.1.2.2..	B6.1.2.2.1.	Counters, bundle and loose straws, Paper strips, Cut out cards
11	Number	Number Operations	B6.1.2.3. B6.1.2.4	B6.1.2.3.1 B6.1.2.4.1	Counters, bundle and loose straws, Paper strips, Cut out cards
12	Number	Number Operations	B6.1.2.5.	B6.1.2.5.1	Counters, bundle and loose straws, Paper strips, Cut out cards

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 3 HISTORY OF GHANA

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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, Posters, documentary
5	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, Posters, documentary
6	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, Posters, documentary
7	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
8	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
9	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana,

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					Posters, documentary
10	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
11	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary
12	Journey to Independence	Formation of Political Parties	B6.5.2.1.	B6.5.2.1.1	A map of Ghana, Posters, documentary

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 3 PHYSICAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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
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	
5	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.3	Pictures and Video
6	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.4	Pictures and Video
7	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.5	Pictures and Video
8	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.6	Pictures and Video
9	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.7	Pictures and Video
10	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.8	Drums, Laptop, Speakers
11	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.9	Drums, Laptop, Speakers,
12	MOTOR SKILLS AND MOVEMENT PATTERNS	MANIPULATIVE SKILLS	B6.1.2.1.	B6.1.2.1.10	Drums, Laptop, Speakers

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 3 RELIGIOUS AND MORAL EDUCATION

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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
5	God, His Creation and Attributes	The Environment	B6. 1.2.1.:	B6. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
6	God, His Creation and Attributes	The Environment	B6. 1.2.1.:	B6. 1.2.1.2:	wall charts, wall words, posters, video clip, etc
7	Religious Practices and their Moral Implications	Religious Worship in the Three Major Religions in Ghana	B6.2.1.1.	B6.2.1.1.1:	wall charts, wall words, posters, video clip, etc
8	Religious Practices and their Moral Implications	Religious Worship in the Three Major Religions in Ghana	B6.2.1.1.:	B6.2.1.1.1:	wall charts, wall words, posters, video clip, etc
9	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
10	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
11	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc
12	Religious Practices and their Moral Implications	Festivals in the Three Major Religions	B6.2.2.1.:	B6.2.2.1.1:	wall charts, wall words, posters, video clip, etc

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 3 OUR WORLD AND OUR PEOPLE

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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 Community	B6.1.3.1..	B6.1.3.1.1.	Pictures, Charts, Video Clip
5	ALL AROUND US	Home and School	B6.1.4.1.	B6.1.4.1.1	Pictures, Charts, Video Clip
6	ALL AROUND US	The Environment and the Weather	B6.2.1.1..	B6.2.1.1.1.	Pictures, Charts, Video Clip
7	ALL AROUND US	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts, Video Clip
8	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip
9	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip
10	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip
11	ALL AROUND US	Map Making and Land Marks	B6.2.3.1.	B6.2.3.1.1.	Pictures, Charts, Video Clip
12	ALL AROUND US	Map Making and Land Marks	B6.2.3.1..	B6.2.3.1.1.	Pictures, Charts, Video Clip

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TERMLY SCHEME OF LEARNING

(SOL) for B6 Term 1 CREATIVE ARTS

WEEKS	STRAND	SUB STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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-
5	Visual arts	Planning, Making and Composing	B6 1.2.3.	B6 1.2.3.1	-do-
6	Performing arts	Planning, Making and Composing	B6 2.2.3.	B6 2.2.3.1	-do-
7	Visual arts	Displaying and Sharing	B6 1.3.4.	B6 1.3.4.1	-do-
8	Performing arts	Displaying and Sharing	B6 2.3.4.	B6 2.3.4.2	-do-
9	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B6 1.3.4. B6 2.4.6.	B6 1.3.4.1 B6 2.4.6.1	-do-
10	Visual and Performing Arts	Displaying and Sharing / Appreciating and Appraising	B6 1.3.5. B6 2.4.7	B6 1.3.5.1 B6 2.4.7.2	-do-
11	Visual and Performing Arts	Appreciating and Appraising	B6 1.4.6. B6 2.4.6.	B6 1.4.6.2 B6 2.4.6.2	-do-
12	Visual and Performing Arts	Appreciating and Appraising	B6 1.4.6. B6 2.4.6.	B6 1.4.6.2 B6 2.4.6.2	-do-

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TERMLY SCHEME OF LEARNING

Scheme of Learning for B6 Term 1 (Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
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 Language	Poems Listening and Story Telling Dramatisation and Role Play	B6.1.3.1. B6.1.4.1. B6.1.4.1. B6.1.5.1. B6.1.5.1.	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	
3.	Reading	Phonics: Letter Sound Knowledge	B6.2.4.1. B6.2.4.1. B6.2.4.1.	B6.2.4.1.1 B6.2.4.1.2 B6.2.4.1.3	Pictures of animals, Manila cards, markers, recorded audiovisual
4.	Reading	vocabulary (Sight and content vocabulary)	B6.2.5.1.. B6.2.5.1.	B6.2.5.1.1. B6.2.5.1.2	Manila cards, markers, recorded audio- visual
5.	Writing	Penmanship/Handwriting	B6.3.1.1.	B6.3.1.1.1	Manila cards, markers, recorded audio- visual
6.	Composition Writing	Narrative Writing	B6.4.1.1. B6.4.1.1. B6.4.1.1.	B6.4.1.1.1 B6.4.1.1.2 B6.4.1.1.3	Manila Cards, Class reader
7.	Composition Writing	Creative/ Free Writing	B6.4.2.1. B6.4.2.1. B6.4.2.1.	B6.4.2.1.1 B6.4.2.1.2 B6.4.2.1.3	Manila Cards, Markers

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8.	Composition Writing	Descriptive Writing	B6.4.3.1. B6.4.3.1. B6.4.3.1.	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3	Word cards, Manila card Markers Word cards Manila card Markers
9.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	B6.5.1.1. B6.5.1.1. B6.5.2.1.	B6.5.1.1.1 B6.5.1.1.2 B6.5.2.1.1	Word cards, Manila card Markers Word Cards, Manila card,
10.	Writing Convention s/ Usage	Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	B6.5.2.1. B6.5.2.1. B6.5.3.1.	B6.5.2.1.2 B6.5.2.1.3 B6.5.3.1.1	Word cards, Manila card Markers Word Cards, Manila card,
11.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B6.6.1.1. B6.6.1.1.	B6.6.1.1.1 B6.6.1.1.2	Reading materials
12.	Extensive Reading/ Children Library	Building the Love and Culture of Reading in Learners	B6.6.1.1. B6.6.1.1.4	B6.6.1.1.3 B6.6.1.1.4	Manila Cards, Markers

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TERM ONE
BASIC SIX
WEEK 1

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Reading B. Grammar Usage at Word C. Writing D. Using Writing Conventions/ E. Extensive Reading	**Sub-strand :** A. Phonics B. Nouns C. Penmanship and Handwriting D. Using Capitalisation E. Building the Love and Culture of Reading

Indicator (code)	B6.2.2.1.1 B6.3.1.1.1 B6.4.2.1.1 B6.5.1.1.1. B6.6.1.1.1.
Content standard (code)	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 read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch B. Learners can identify and use nouns or noun phrases to describe conditions. C. Learners can write with a legible, fluent and personal handwriting style D. Learners can follow appropriate mechanical convention E. Learners can 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
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	
Keywords	

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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
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 and recite familiar rhymes	D.WRITING • Have learners select sentences from their readers. • As learners observe, demonstrate the activity by writing the sentences in joint script on the board. • Have individual learners read out the sentences. • 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	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark,	What have we learnt today?

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	familiar rhymes	exclamation mark, quotation marks, apostrophe, hyphen etc Assessment: let learners write a formal letter each on a given topic	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> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.1.1		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can model number quantities up to 1,000,000 using graph sheets and multi-base block		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Sing songs like:	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	Review the lesson with Learners

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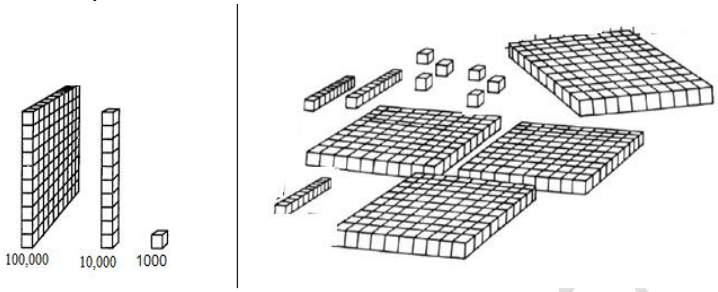
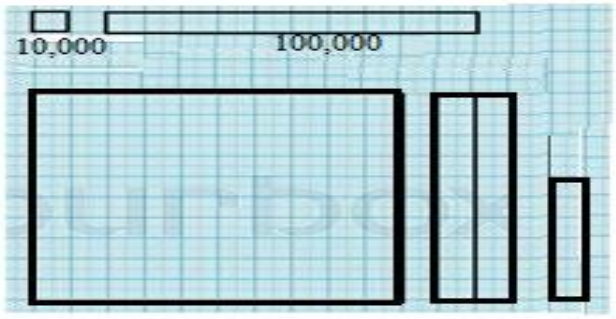
	I'm counting one, what is one	rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more examples	
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Ask pupils to model the number 137,000 shading graph sheet square as shown below   Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 Assessment: have learners to practice with more examples	Review the lesson with Learners

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Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	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 Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Ask pupils to model number quantities up to 1000,000 using graph sheets or multi-base materials. For instance, with multi-base block, a cube = 1000 unit; a rod = 10,000; a flat = 100,000 and a block = 1,000,000; learners model 436,000 with the appropriate materials Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : DIVERSITY OF MATTER		**Sub-strand :** LIVING AND NON-LIVING THINGS	
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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. • Learners are shown pictures of the root systems of different plants. • 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.	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:			**Class size:**
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Europeans in Ghana		**Sub-strand :** Impact of European Presence	
Indicator (code)		B6.3.4.1.1	
Content standard (code)		B6.3.4.1.	
Performance Indicator		Learners can assess the changes that the European presence brought to Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Show and discuss a documentary of European presence in Ghana Assessment: let learners mention the changes that the European presence brought to Ghana.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and	Show and discuss a documentary of European presence in Ghana	What have we learnt today?

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	recite familiar rhymes What was the effect of formal education in Ghana?	Assessment: let learners mention the changes that the European presence brought to Ghana.	Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL ABOUT US		**Sub-strand :** Nature of God	
Indicator (code)	B6.1.1.1 .1		
Content standard (code)	B6.1.1.1 .		
Performance Indicator	Learners can describe the attributes of God		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss the attributes of God e.g. love, patience, merciful, Omniscient- All-knowing. Learners role play scenarios to reflect the attributes of God in their lives. Assessment: Let learners describe the attributes of God	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Learners write essays on the attributes of God in relations to themselves.	What have we learnt today?

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

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** LOCOMOTOR SKILLS	
Indicator (code)	B6.1.1.1.1:		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	After warm up activities, learners perform long jump by: i. Practicing approach run. ii. Practicing approach run and single take off with a comfortable foot. iii. Practice landing on both feet with emphasis on bending the hips, knees, and ankles to reduce the impact force. iv. Learners practice at their own pace base on their abilities. v. Learners cool down to end the lesson	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** God the Creator	
Indicator (code)	B6. 1.1.1.1		
Content standard (code)	B6. 1.1.1.		
Performance Indicator	Learners can describe the nature of God through His attributes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Let learners list the attributes of God: love, patience, merciful, Omniscient (All-knowing), etc. • Guide learners to discuss the attributes of God in English and local languages. • In groups, ask learners to identify the attributes of God that are present in humankind: love, patience, merciful, etc. Assessment: let learners identify the attributes of God that are present in humankind	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : INTRODUCTION TO COMPUTING		**Sub-strand :** GENERATION OF COMPUTERS AND PARTS OF A COMPUTER AND OTHER GADGETS	
Indicator (code)	B6.1.1.1.1 B6.1.1.1.2		
Content standard (code)	B6.1.1.1. B6.1.1.1.		
Performance Indicator	• Learners can describe the Generation of Computers • Learners can identify components of a Computer System: Hardware, Software and Liveware.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to discuss the Generation of Computers. Microprocessors - Super Computers, Mainframe, Minicomputers and the main computer mixed Microcomputers, Mobile Phones, etc Guide learners to identify Hardware (input, output, storage and communication), Software, Liveware and discuss the components and how they are used NB: the discussion should be limited to definition level. Assessment: Let learners identify components of a Computer System	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts		**Sub-strand :** Thinking and Exploring Ideas	
Indicator (code)	B6 1.1.1.1		
Content standard (code)	B6 1.1.1.		
Performance Indicator	Learners can explore and study the artworks of some international visual artists and analyse how their artworks reflect the history and culture of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative Arts curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo, Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim Mahama, Rebecca Horn); discuss the works of the international artists studied in relation to the history and cultures of some communities in the world. For example, Ibrahim	What have we learnt today? Ask learners to summarize the main points in the lesson

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		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; 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	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Oral Language		**Sub-strand :** Songs Poems	
Indicator (code)	B6.1.1.1.1 B6.1.1.1.2.		
Content standard (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 • Learners should discuss the importance and some moral lessons of the songs and the dances		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Play back a recorded traditional song in class, and help learners to sing traditional songs with their correct rhythms. • Demonstrate how some of the dances are performed. • Allow learners to dance to the rhythm of the song.	What have we learnt today?

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

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TERM ONE
BASIC SIX
WEEK 2

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions **F.** Extensive Reading	**Sub-strand :** A. Songs, Poems B. Phonics C. Nouns D. Penmanship and Handwriting E. Using Capitalisation **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. B6.6.1.1.1.
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 experiences. relate the central messages of poems to personal experiences B. Learners can read words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch C. Learners can identify and use: Proper nouns to refer to organisations/events; Count/non-count, Singular, Plural (regular, irregular), 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 books and present a one-page critical commentary based on a set of criteria, on each book read
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	

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Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Engage learners to sing some familiar songs from their cultural background. • Write lines of songs on chalk board and have learners read through the lines. • Demonstrate singing of the songs as learners listen attentively. • Guide learners to sing songs with stress and rhythm by clapping. • Invite learners to sing individually and in groups • Engage learners in reciting some familiar poems. • Introduce learners to an eight-line poem on the board. • Read/recite the poem clapping/tapping its rhythm. • Have learners read lines of the poem ensuring correct pronunciation of words. • Let learners take turns to read in groups and individually. • Have learners discuss the central message and relate it to their personal experiences Assessment: let learners relate the central messages in songs and poems to personal experiences.	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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write sentences with the target words and read out the sentences to the class.	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise all the types of nouns (refer to B1- B5). • Provide learners with opportunities to further practise using these nouns. E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and 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 − Learner "B" gives its plural form "mangoes" and uses 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	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 • Have learners select sentences from their readers. • As learners observe, demonstrate the activity by writing the sentences in joint script on the board. • Have individual learners read out the sentences. • 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	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE Ask individual learners to write a formal letter each on a given topic, paying attention to correct use of capital letters, the full stop, comma, question mark, exclamation mark, quotation marks, apostrophe, hyphen etc	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a formal letter each on a given topic	
Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.1.2 B6.1.1.1.3		
Content standard (code)	B6.1.1.1. B6.1.1.1.		
Performance Indicator	Learners can read and write numbers in figures and in words up to 1,000,000,000 Learners can identify numbers in different positions around a given number in a number chart		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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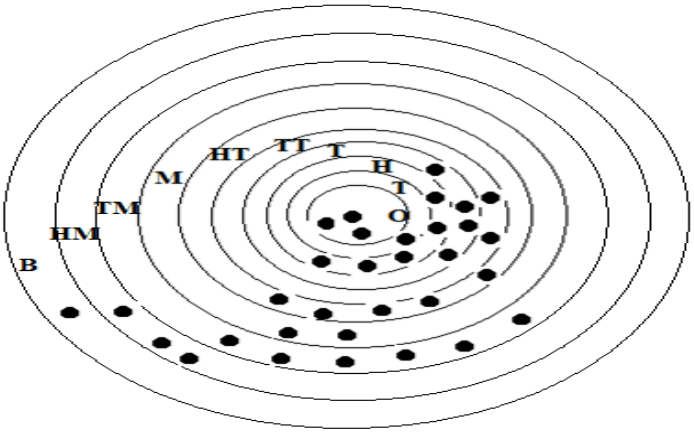
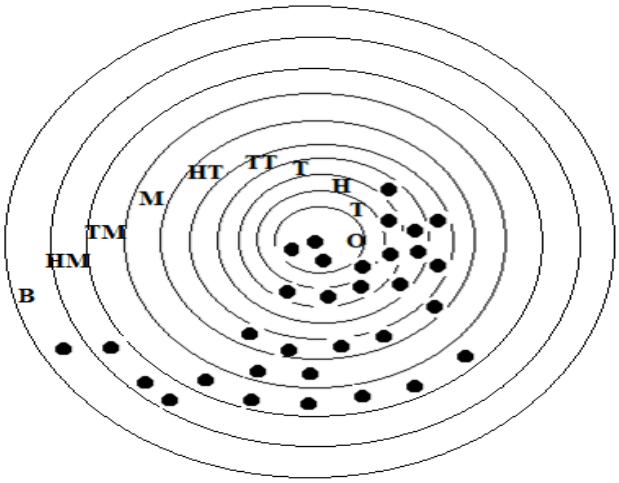
Monday	Sing songs like: I'm counting one, what is one	Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 5 landed in the hundred-thousands' ring making the number twenty-thousand or 500,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures  Place value number wheel Place value chart Ask pupils to write given numbers on the expanded form of the number : 1,362,524,513 = 1,000,000,000 × 1 + 100,000,000 × 3 +10,000,000× 6 1,000,000 × 2 + 100,000 × 5 +10,000× 2 + 1,000 × 4 +100 × 5 + 10 × 1 + 1× 3 = 1,000,000,000 + 300,000,000 + 60,000,000 + 2,000,000 + 500,000 + 20,000 + 4000 + 500 + 10 + 3	Review the lesson with Learners

Billion	Hundred Million	Ten Million	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones
1	3	6	2	5	2	4	5	1	3

		Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Play the place value number wheel game: Use the million number wheel to generate 7-digit numbers and represent the number generated on a place value frame. Throw a number of pebbles (or stones) onto the number wheel, identify the number of pebbles landing in each place value ring, and state the number generated in the wheel (i.e. 5 landed in the hundred-thousands' ring making the number twenty-thousand or 500,000). The representations to use also include verbal, and numerals. Learners must match number word cards to the figures  Place value number wheel Place value chart Billion | Hundred Million | Ten Million | Million | Hundred-thousands | Ten-thousands | Thousand | Hundreds | Tens | Ones 1 | 3 | 6 | 2 | 5 | 2 | 4 | 5 | 1 | 3 Ask pupils to write given numbers on the expanded form of the number : 1,362,524,513 = 1,000,000,000 ×	Review the lesson with Learners

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<table>
<tr><td></td><td></td><td>1 + 100,000,000 × 3 +10,000,000× 6 1,000,000 × 2 + 100,000 × 5 +10,000× 2 + 1,000 × 4 +100 × 5 + 10 × 1 + 1× 3 = 1,000,000,000 + 300,000,000 + 60,000,000 + 2,000,000 + 500,000 + 20,000 + 4000 + 500 + 10 + 3

Assessment: have learners to practice with more examples</td><td></td></tr>
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I’m counting one, what is one
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<tr><td>Thursday</td><td>Sing songs like:

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</tr>
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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : DIVERSITY OF MATTER		**Sub-strand :** LIVING AND NON-LIVING THINGS	
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: 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	• Review previous lesson on parts of a plant with learners (stem, root, leaves and flowers). • Learners uproot young plants (e.g. grass, beans, mango, cassava and sweet potato) and bring to class. • Learners are shown pictures of the root systems of different plants. • 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.	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Europeans in Ghana		**Sub-strand :** Impact of European Presence	
Indicator (code)	B6.3.4.1.1		
Content standard (code)	B6.3.4.1.		
Performance Indicator	Learners can assess the changes that the European presence brought to Ghana.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What was the effect of formal	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

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	education in Ghana? How did it affect the lives of the people?		
Thursday	Engage learners to sing songs and recite familiar rhymes What health facilities were introduced by the Europeans ?	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

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL ABOUT US		**Sub-strand :** Myself	
Indicator (code)	B6.1.2.1. 1.		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain problems associated with adolescence		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about and list changes that occur during adolescence. Learners think-pair-share on challenges associated with adolescence Assessment: Let learners explain problems associated with adolescence	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners illustrate challenges facing adolescence using the Future's Wheel e.g. i. engaging in sexual activity can result in	What have we learnt today?

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	and recite familiar rhymes	ii. acquiring sexually transmitted infections (STIs) including HIV iii. teenage pregnancy and parenthood 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	Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** LOCOMOTOR SKILLS	
Indicator (code)	B6.1.1.1.2		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can perform the differences in applying and receiving force when jumping for height and distance (high jump).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners after adequate warm up, they go through a vertical jumping approach. Learners use both arms efficiently to control balance as needed during approach run and take-off. Learners control the flight phase by leaning their trunk slightly backwards, one-foot take-off, two feet take-off, feet land shoulder width apart and flexion of knees with the height of the jump and landing on the balls of feet (double landing).	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** God the Creator	
Indicator (code)	B6. 1.1.1.1		
Content standard (code)	B6. 1.1.1.		
Performance Indicator	Learners can describe the nature of God through His attributes		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Through questions and answers, let learners show how they can relate the attributes of God to their lives. • Guide learners to write essays on the attributes of God and present their works to class for discussion Assessment: let learners write essays on how they can relate the attributes of God to their lives	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Introduction to computing		**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, colours and User account. (e.g. classic, icons and Taskbar of the background) • Learners can demonstrate the use 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 using the Desktop Pop-Up menu.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to use the desktop Background, change the themes, colours and the User account Guide learners to use the recycle bin by deleting and viewing deleted files.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Support learners to liken the Recycle bin and its use to the real-world office trash can. 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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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Performing Arts		**Sub-strand :** Thinking and Exploring Ideas	
Indicator (code)	B6 2.1.1.1		
Content standard (code)	B6 2.1.1.		
Performance Indicator	Learners can explore and study performing artworks of some international performing artists and analyse how their compositions reflect the history and culture of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy); discuss the works of the international artists studied in relation to the history and cultures of some	What have we learnt today? Ask learners to summarize the main points in the lesson

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		communities in the world. For example, 'Exodus' by Bob Marley; 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 to sing songs and recite familiar rhymes	Learners are to: use OERs (e.g. library, videos, Facebook, internet) to study and share the artworks of some international performing artists (e.g. Michael Jackson, Fred Astaire, Elton John, Bright Okpocha (Basket Mouth), Osei Boateng, Fela Ransome Kuti, Bob Marley, Kojo Antwi, Seidou Keita, Eddie Murphy); 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; 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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		compositions reflect the history and culture of some communities in the world	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:			**Class size:**	
Day :			**Date :**	
Period :			**Lesson :**	
Strand : Oral Language		**Sub-strand :** Poems Listening and Story Telling Dramatisation and Role Play		
Indicator (code)	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 standard (code)	B6.1.3.1.	B6.1.4.1.	B6.1.4.1.	B6.1.5.1. B6.1.5.1.
Performance Indicator	• Learners should explore poems correctly and recognise the key words and talk about their themes • Learners should indicate the similarities and differences between folktales and stories. • Learners should discuss the values or morals of folktales and of stories. • Learners should tell a story of about eight to ten characters, and recognise the characters, setting, costumes and the stage • Learners should perform a drama			
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.				
Keywords				
T. L .R. (s)	Manila cards, markers, recorded audios visual			
Ref:	Ghanaian Language curriculum			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)		Phase 3: Plenary / Reflections

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

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	Engage leaners to sing songs and recite familiar rhymes	• Discuss a story line with learners. • Let a learner tell a story and lead learners to recognise the storyline. • Write out the story line on the board. • Guide learners to recognise the characters, setting, costumes and of a play shown to them. • Let the learners write the characters identified on the board and discuss their role in the story • Allow learners to read a story. • Guide learners to re-tell the story. • Let learners identify the characters and suggest costumes for the characters where necessary. • Let learners discuss the setting for the story read. • Discuss with learners some processes and key considerations in changing a story into a drama. • Direct learners to perform the drama. Assessment: let learners perform a drama	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 3

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Story Telling B. Word Families C. Determiners D. Paragraph Development E. Using Punctuation **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.4.1.1. B6.2.3.1.1 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. B6.2.3.1. B6. 3.2.1. B6.4.6.1. B6.5.2.1. B6.6.1.1.
Performance Indicator	A. Learners can make connections between texts or stories and personal experiences B. Learners can use common minimal pairs to decode words C. Learners can identify and use definite and indefinite articles D. Learners can choose appropriate ways and modes of writing for a variety of purposes, audience, and contexts, and organise facts, ideas and/or points of view in a way appropriate to the mode of delivery, using appropriate text features E. Learners can use the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession,

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<table>
<tr><td colspan="2"></td><td colspan="2">F. Learners can 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</td></tr>
<tr><td colspan="4">Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.</td></tr>
<tr><td colspan="2">Keywords</td><td colspan="2"></td></tr>
<tr><td colspan="2">T. L .R. (s)</td><td colspan="2">Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.</td></tr>
<tr><td>Ref:</td><td colspan="3">English Language curriculum Page</td></tr>
<tr><td>DAY</td><td>Phase 1: Starter (preparing the brain for learning)</td><td>Phase 2: Main
(new learning including assessment)</td><td>Phase 3:
Plenary / Reflections</td></tr>
<tr><td>Monday</td><td>Engage learners to sing songs and recite familiar rhymes</td><td>A.ORAL LANGUAGE
Have the learners recall one or two stories read/heard.
• Tell or read a story to learners.
• Invite individuals to retell the story sequentially using story map/herringbone strategy.
• Lead the class to discuss the story and guide them to relate the story to their personal experiences

Assessment: let learners retell the story sequentially and relate the story to their personal experiences</td><td>What have we learnt today?

Ask learners to summarize the main points in the lesson</td></tr>
<tr><td>Tuesday</td><td>Engage learners to sing songs and recite familiar rhymes</td><td>B.READING
Give examples of minimal pairs
Using “think-pair-share”, let learners come up with more examples of minimal pairs.
E.g.
<table><tr><td>Two sounds difference</td><td>One sound difference</td></tr><tr><td>goat, coat, boat,
wall, ball train,
chain Bridge, fridge</td><td>road, loan</td></tr></table>
Introduce and revise these and other similar spelling patterns using examples (two or three patterns at a time).
Drill the pronunciation of the sounds.</td><td>What have we learnt today?

Ask learners to summarize the main points in the lesson</td></tr>
</table>

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		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 learners to sing songs and recite familiar rhymes	C.GRAMMAR • Briefly revise nouns. Learners read/listen to a passage having several nouns. • Have them identify the nouns stating their types. • Learners identify the nouns noting words that precede them e. g. the, an • Select sentences containing nouns and articles and use them to explain the use of the articles “a”, “an” and “the” simply. • In groups, learners write sentences and underline the articles. Assessment: let learners write sentences and underline the articles.	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Work with learners to select sample texts from a variety of models of writing from learners’ readers and teacher’s resources e.g. newspapers, magazines etc. You may take learners to the library for this exercise. Examples of modes of writing. i. Process ii. Narrative iii. Descriptive iv. Persuasive v. Argumentative vi. Letter • Put learners into small groups and assign each group a mode of writing. • Have learners study the sample text. • Guide them through appropriate questions to identify the: i. Mode of writing/types of essay ii. Purpose iii. Audience • Jumble the paragraphs and have learners re-arrange the paragraphs into a coherent piece. iv. Encourage learners to use search engines to search for the different modes of writing they have studied. Assessment: let learners choose one of the modes of writing, to write on	What have we learnt today? Ask learners to summarize the main points in the lesson

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Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise punctuations with learners. − Give out samples of relevant texts to groups of learners to identify the punctuation marks used. e.g. 1. Kofi, my friend, will help me do my homework 2. I like football," said Ama. 3. This is girls' work. 4. Mary: Kofi, do you like my pen? Kofi: Yes, I do. • Write a text on the board, leaving out the punctuation marks. • Have the whole class punctuate it. • 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. Assessment: let learners punctuate unpunctuated texts using appropriate punctuation marks where they have been omitted.	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> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.1.4		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can compare and order whole numbers up to 100,000 and represent the comparison using ">, <, or ="		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 123,400 is 10,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use	Review the lesson with Learners

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	I'm counting one, what is one	symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200=100200,2746794>2646796 Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone,	Learners identify numbers which are 10,000 more or 10,000 less than a given six-digit number. E.g. 123,400 is 10,000 less than133,400 Learners use words such as: "equal to" "greater than" "less than" and later use symbols such as "<", "=", ">" to compare numbers up to 10,000 taking into consideration the place value of each digit in the given number. E.g. 100200=100200,2746794>2646796 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368, Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners work together in their groups to order a given set of numbers in ascending or descending order verbally and in writing. E.g. For instance; 140230,17025,75 267389,287368, Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one .	Give two numbers between 10,000 and 100,000 to each group and encourage learners to say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc. Assessment: have learners to practice with more examples	Review the lesson with Learners

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SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : DIVERSITY OF MATTER		**Sub-strand :** MATERIALS	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can know the general properties of metals such as lustre, malleability, conductivity and ductility		
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: 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, in groups, gather different objects such as ruler, erasers, exercise books, comb, plastic bowls, connecting wires, cups, plates, cooking pans, roofing sheets, iron nails, pins, etc. • Learners classify the various materials as metals or non-metals based on the following properties: lustre, malleability, conductivity and ductility. • Learners give reasons for their classification. • Relate the lesson to everyday activities that involve the use of metals.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		• 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 to sing songs and recite familiar rhymes	Learners design and make simple machines with metals. Assessment: let learners design and make simple machines with metals.	What have we learnt today? task learners to investigate the relative size of the sun in relation to its function in the solar system for the next lesson

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SUBJECT: HISTORY CLASS: SIX

Week Ending:			**Class size:**
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Europeans in Ghana		**Sub-strand :** Impact of European Presence	
Indicator (code)		B6.3.4.1.1	
Content standard (code)		B6.3.4.1.	
Performance Indicator		Learners can assess the changes that the European presence brought to Ghana.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Pictures	
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes What negative effects did European presence have on Ghanaians?	Debate the impacts of European presence on Ghana Assessment: let learners write about the impacts of European presence on Ghana	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	Debate the impacts of European presence on Ghana	What have we learnt today?

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	What negative effects did European presence have on Ghanaians?	Assessment: let learners write about the impacts of European presence on Ghana	Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL ABOUT US		**Sub-strand :** Myself	
Indicator (code)	B6.1.2.1.2.		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain how to manage the problems that occur during adolescence.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. i. counselling from a responsible adult ii. discussing problems with peers and siblings iii. dressing in a modest way to avoid enticing the iv. opposite sex v. being assertive (self-confidence to say 'NO' to premarital	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Groups to present reports for class discussion Assessment: Let learners explain how to manage the problems that occur during adolescence.	
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners in groups discuss how to manage the challenges that come with changes during adolescence. e.g. vi. sex and other actions which may destroy 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.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can roll ball using a stick in a game situation (hockey).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	After a warm-up, learners practice how to: i. hold or handle a hockey stick. ii. role the ball from place to place at learners' pace. iii. play a mini hockey game in groups using rolling skill. iv. Learners cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** The Environment	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain how humankind and the environment interrelate.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• With questions and answers, guide learners to explain the natural environment: things around us that were created by God and can affect our lives. • Let learners mention things around us that were created by God: - air , water, land, plants, animals, etc. • Guide learners to discuss the interrelationship among God's creatures: - Humankind and animals depend on plants for air, food, medicine, shelter, etc. - Plants depend on humankind and other animals for survival (dispersal of seeds, planting of trees, etc.).	What have we learnt today? Ask learners to summarize the main points in the lesson

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		- 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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SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Introduction to computing		**Sub-strand :** DATA, SOURCES AND USAGE	
Indicator (code)	B6.1.3.1.1. B6.1.3.1.2 B6.1.3.1.3 B6.1.3.1.4		
Content standard (code)	B6.1.3.1.. B6.1.3.1. B6.1.3.1. B6.1.3.1.		
Performance Indicator	• Learners can identify types of data. (Integers, double, characters, float etc.) • Learners can identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.) • Learners can demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc. • Learners can demonstrate basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations etc.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify and record data in the different forms Guide learners to discuss where one can get data and information	What have we learnt today? Ask learners to summarize the main points in the lesson

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		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	

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SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Performing Arts		**Sub-strand :** Thinking and Exploring Ideas	
Indicator (code)	B6 1.2.2.1		
Content standard (code)	B6 1.2.2.		
Performance Indicator	Learners can experiment with available visual arts media and methods to create visual artworks based on own views, knowledge and understanding of the artworks of some international visual artists		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: critically examine the works of some international artists; make similar works of the international artists studied using available materials and tools from the local environment. e.g. - clay, plasticine, papier mâché (paper pulp) etc. for modelling and casting; - straw, yarn, paper etc. for weaving;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		- odds and ends for constructing and assembling; - brushes and paint for painting; □ 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 to sing songs and recite familiar rhymes	Learners are to: □ critically examine the works of some international artists; □ make similar works of the international artists studied using available materials and tools from the local environment. e.g. - craft tools for perforating, shaping and punching; - folding and shaping paper to make origami and quilling; - spatula and scooping tools for modelling; - needle for sewing, etc. □ discuss, 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Reading		**Sub-strand :** Phonics: Letter Sound Knowledge	
Indicator (code)	B6.2.4.1.1. B6.2.4.1.2 B6.2.4.1.3.		
Content standard (code)	B6.2.4.1. B6.2.4.1. B6.2.4.1.		
Performance Indicator	• Learners should read and recognise words with diagraphs in sentences and paragraphs • Learners should blend three or more syllables to form words and read them. • Learners should recognise and say consonant clusters in passages.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Revise the alphabet sounds briefly with learners. • Ask learners to mention some words and write them on the board. • Group the words into two, those consisting of diagraphs and those without diagraphs.	What have we learnt today?

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		• Discuss the concept of diagraphs with learners. • Write words which consist of diagraphs with their diagraphs underlined on flashcards. • Ask learners to say the words aloud. • 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. • Ask learners to use the diagraphs identified to form some new words. Assessment: let learners read and identify words with diagraphs in sentences and paragraphs	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Revise the lesson on syllables with the learners. • Write some words on the board and ask learners to form sentences with them. • Show flashcards with syllables written on them to the learners. • Help learners blend three or more syllables to form words and read them out aloud Assessment: let learners blend three or more syllables to form words and read them.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Ask learners to mention words they know and write the words on the board. • Discuss the sounds in the words and discuss consonant clusters. • Show flashcards with words that have consonant clusters written on them to learners. • Help learners recognise and read the words with consonant clusters Assessment: let learners identify and say consonant clusters in passages	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 4

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Dramatisation and Role Play B. Diphthongs C. Determiners D. Paragraph Development E. Using Punctuation **F.** Building the Love and Culture of Reading
Indicator (code)	B6.1.5.1.1. B6.2.3.1.1 B6.3.2. 1.2. B6.4.6.1.2 B6.5.2.1.1 B6.6.1.1.1.
Content standard (code)	B6.1.5.1. . B6.2.3.1. B6.3.2. 1.. B6.4.6.1. B6.5.2.1. B6.6.1.1.
Performance Indicator	A. Learners can dramatise/role-play whole/parts of stories/scenes, events B. Learners can use words with centering diphthongs (e.g. / iə, eə, ʊə) to make meaningful sentences C. Learners can identify and use quantifiers: ordinal first, second etc., Some, few/little etc., No/both, all each/every, Another, other, Fewer, less, etc. D. Learners can use key words, phrases or clauses to introduce the main idea in the paragraph. E. Learners can the comma around a phrase for the modifying of the proceeding noun; quotation marks to indicate direct speech; apostrophe to show plural possession, F. Learners can 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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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Guide learners through discussion to identify some stories/scenes, events etc. • Discuss the plot of the chosen story i.e. events at the beginning, middle, and ending. • Have learners prepare and dramatise/role-play whole/parts of stories/scene, events). Ensure the role-play/dramatisation depicts selected theme. • Ensure appropriate vocabulary use as well as correct pronunciation. Assessment: let learners dramatise/role-play whole/parts of stories/scenes, events	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 • In a discussion have learners talk about diphthongs. • Give several examples and elicit examples from them. /iə/ - fear, ear, near, clear /eə/ - prepare, there, stairs /ʊə/ - pure, secure • Have learners use words with diphthongs in meaningful sentences. Assessment: let learners use words with diphthongs in meaningful sentences.	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise nouns and articles briefly. • Introduce quantifiers in context. Learners listen to or read a text having several quantifiers. • Learners identify the nouns and the words that go with them (quantifiers). • 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.	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 • Display a Model Paragraph. • Put learners into groups to read the paragraph and identify what the passage is about or the main idea. • Have them identify the sentence that contains the main idea. • Let the group identify the supporting ideas and what each sentence says about the main idea. • Ask each group choose a given topic and write five 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.	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise punctuations with learners. − Give out samples of relevant texts to groups of learners to identify the punctuation marks used. e.g. 1. Kofi, my friend, will help me do my homework 2. I like football," said Ama. 3. This is girls' work. 4. Mary: Kofi, do you like my pen? Kofi: Yes, I do. • Write a text on the board, leaving out the punctuation marks. • Have the whole class punctuate it. • Have them study unpunctuated texts individually for a few minutes and then re-write the texts using	What have we learnt today? Ask learners to summarize the main points in the lesson

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		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 omitted	
Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.1.5		
Content standard (code)	B6.1.1.1.		
Performance Indicator	Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners round off numbers to the nearest 100,000, 10,000 and 1000. For instance; 129,500 is	Review the lesson with Learners

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<table>
<tr><td></td><td>I'm counting one, what is one</td><td>approximately 130,000 and 19100 as approximately 19,000

Assessment: have learners to practice with more examples</td><td></td></tr>
<tr><td>Tuesday</td><td>Sing songs like:

I'm counting one, what is one
1 - One is one alone, alone it shall be.</td><td>Learners round up and round down to estimate sums and differences.
To round down learners consider the smaller of the two approximated numbers, while round up considers the bigger of the two numbers. The table below may bring the meaning of these two concepts clearer

<table><tr><th>214765</th><td>Round up</td><td>Round down</td><td>Round off</td></tr><tr><td>to the nearest ten</td><td>214770</td><td>214760</td><td>214970</td></tr><tr><td>to the nearest hundred</td><td>214800</td><td>214700</td><td>214800</td></tr><tr><td>to the nearest thousand</td><td>215000</td><td>214000</td><td>215000</td></tr></table>
Assessment: have learners to practice with more examples</td><td>Review the lesson with Learners</td></tr>
<tr><td>Wednesday</td><td>Sing songs like:

I'm counting one, what is one</td><td>Give two numbers between 10,000 and 1000,000 to each group and encourage learners to compare and say as many things as possible about the two numbers. For instance 234675 and 253874; 234675 is less than (smaller than) than 253874 or 253874 is bigger than (greater than) 234675, or 234675 is almost 20000 less than 253874 etc.

Assessment: have learners to practice with more examples</td><td>Review the lesson with Learners</td></tr>
<tr><td>Thursday</td><td>Sing songs like:

I'm counting one, what is one.</td><td>Ask learners to work together to round up and round down to estimate sums and differences.

Assessment: have learners to practice with more examples</td><td>Review the lesson with Learners</td></tr>
</table>

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

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : CYCLES		**Sub-strand :** EARTH SCIENCE	
Indicator (code)	B6.2.1.1.1		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can describe the relative sizes of the earth and sun and their importance		
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: 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	Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the solar system. Each group presents a report in class for discussion Assessment: let learners describe the relative size of the sun in relation to its function in the solar system	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Colonisation and Developments under Colonial Rule in Ghana		**Sub-strand :** Political Developments Under Colonial Rule	
Indicator (code)	B6.4.4.1.1		
Content standard (code)	B6.4.4.1.		
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How different is	Explain the concepts of 'direct' and 'indirect' rule. Discuss the features of 'direct' and 'indirect' rule. Assessment: let learners mention the features of 'direct' and 'indirect' rule	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL ABOUT US		**Sub-strand :** My Family and the Community	
Indicator (code)	B6.1.3.1.1.		
Content standard (code)	B6.1.3.1.		
Performance Indicator	Learners can explain the need for cordial relationships among family members		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners in groups, discuss attitudes and behaviours of a responsible family member: i. taking part in family activities responsibly ii. obedience to elders of the family iii. respect for family members iv. accepting responsibility (performing assigned duties) v. taking initiatives vi. helping needy relatives	What have we learnt today? Ask learners to summarize the main points in the lesson

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		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 to sing songs and recite familiar rhymes	Learners engage in role-play and other activities that will teach them to become family members who are committed e.g. mock family meetings, naming ceremonies Assessment: Let learners mention the importance of being committed to the family	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.2		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can perform simple small stunts while shifting base of support from one part of the body to the other.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners go through warm ups to make the body flexible for performance. i. Learners move into simple steps in a rhythm over a rotatory rope performed by two peers at a spot. As they jump, the rope is withdrawn from their feet. ii. Learners hop over obstacles and land with the other foot whiles in motion. iii. Learners practices using different strategies at their own pace and ability.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** The Environment	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can explain how humankind and the environment interrelate.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Through group discussions, let learners demonstrate ways humankind should relate with the environment. • Let learners, in groups, discuss the importance of the environment to humankind. • Ask learners to write about their findings and present to class for discussion: - our survival depends on the environment, - leaves and trees provide us with oxygen, food and medicine, etc.	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Introduction to computing		**Sub-strand :** Technology in the community	
Indicator (code)	B6.1.4.1.1. B6.1.4.1.2.		
Content standard (code)	B6.1.4.1. B6.1.4.1.		
Performance Indicator	• Learners can define communication • Learners can identify three more technological tools for communication in the community.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Put learners into groups to discuss communication and present findings to the class Guide learners to mention and describe the importance of technology in communication. Assessment: Let learners identify three more technological tools for communication in the community	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Performing Arts		**Sub-strand :** Planning, Making and Composing	
Indicator (code)	B6 2.2.2.1		
Content standard (code)	B6 2.2.2.		
Performance Indicator	Learners can experiment with available performing arts media and techniques to create performing artworks based on own views, knowledge and understanding of artworks produced by some international performing artists		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: - critically examine the compositions and performances of some international artists; - make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Song by Bob Marley - Film by Eddie Murphy	What have we learnt today? Ask learners to summarize the main points in the lesson

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		▯ 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 to sing songs and recite familiar rhymes	Learners are to: ▯ critically examine the compositions and performances of some international artists; ▯ make similar compositions or performances of the international artists studied using available media, techniques, elements, instruments, melodies etc. for example: - Song by Bob Marley - Film by Eddie Murphy ▯ 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	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Reading		**Sub-strand :** vocabulary (Sight and content vocabulary)	
Indicator (code)	B6.2.5.1.1 B6.2.5.1.2		
Content standard (code)	B6.2.5.1. B6.2.5.1.		
Performance Indicator	• Learners should read dialogues aloud with correct pronunciation and tone. • Learners should read long text/passages aloud with correct pronunciation and tone.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Do a sample reading for learners to hear. • In their groups, help learners to take turns to read dialogues, using correct pronunciations and tonations. Assessment: let learners read dialogues aloud with correct pronunciation and tone.	What have we learnt today? Review the lesson with learners

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

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TERM ONE
BASIC SIX
WEEK 5

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Dramatisation and Role Play B. Blends and Consonant Clusters C. Pronouns D. Writing as a Process E. Using Naming Words/Nouns **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.5.2.1. B6.2.5.1.1 B6.3.3.1.1. B6.4.9.1.1 B6.5.3.1.1 B6.6.1.1.1.
Content standard (code)	B6.1.5.2. B6.2.5.1. B6.3.3.1. B6.4.9.1. B6.5.3.1. B6.6.1.1.
Performance Indicator	A. Learners can express personal opinion about moral lessons in sketches B. Learners can o rally produce three-syllable words by blending sounds (phonemes), including consonant blends C. Learners can identify and use: Reflexive pronouns to emphasis that an objects of a verb is the same person as the subject e.g. myself, yourself etc., Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc., Reciprocal pronouns e.g. each other, one another D. Learners can select a topic of choice on a national issue or from different learning areas, brainstorm ideas and organize them before writing E. Learners can identify and use nouns or noun phrases to describe conditions. F. Learners can 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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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Guide learners with questions to identify the structure (beginning, middle and ending) of familiar stories, e.g. Maame Akua at the Market. • Lead learners to discuss the plot of the particular story chosen. • Guide learners to role-play the story as others listen and observe and relate them to real life situations. • Using an example from the story guide learners to identify some moral values. • Learners express personal opinions about the moral lessons identified. Assessment: let learners express personal opinion about moral lessons in sketches	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr. • Drill the pronunciation of the consonant blends and clusters in isolation and in words. • Learners work in groups to identify and list words having the blends and clusters. • Have learners read the words in isolation and in context Assessment: let learners identify and list words having the blends and clusters.	What have we learnt today? Ask learners to summarize the main points in the lesson

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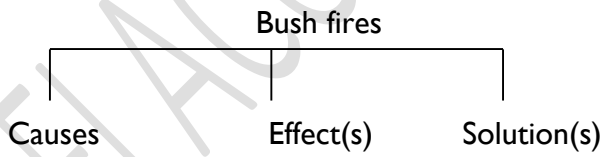
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Use a text to revise the different pronouns learnt in B1-B5. • Introduce reflexive pronouns with examples in sentences. • Discuss the reflexive pronouns with learners. • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. Assessment: let learners identify reflexive pronouns, and use the pronouns identified 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 • Scaffold the writing process. i. Pre-writing • Have learners select and discuss a national issue with their partners. • Have learners brainstorm to generate as many ideas as possible about the topic. • Have them organise the ideas into a writing plan using an outline, a chart or an appropriate graphic organiser. E.g. line diagram  Assessment: let learners select a topic of choice on a national issue and write about it	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE 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
Friday	Guide learners to choose and read books	<u>E.EXTENSIVE READING</u> • Lead discussion on the importance of reading widely.	Have learners to tell what they read to the whole class

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	during the library period	• 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 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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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.1.6 B6.1.1.2.1		
Content standard (code)	B6.1.1.1. B6.1.1.2.		
Performance Indicator	• Learners can skip count forwards and backwards in 5000s, 10,000s etc. up to and from 1,000,000 • Learners can recognise Roman Numerals system up to C (i.e. 100)		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Put learners into convenient groups. A learner mentions a number and another makes skip count in	Review the lesson with Learners

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	I'm counting one, what is one	5000s or 10000s to include the fifth count. For instance. Learner 1: Shout out "287940" Learner 2: 292940, 297940, 312940, 317940, etc. Learner 3; Shout out "827685" Learner 4; 817685, 807685, 797685, 787685, 777685….etc. Skip count forwards and backwards by 5000s and between 10000 and 100000, but make an error or leave out a number. Challenge learners to identify or correct error Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Put learners into convenient groups. A learner mentions a number and another makes skip count in 5000s or 10000s to include the fifth count. For instance. Learner 1: Shout out "287940" Learner 2: 292940, 297940, 312940, 317940, etc. Learner 3; Shout out "827685" Learner 4; 817685, 807685, 797685, 787685, 777685….etc. Skip count forwards and backwards by 5000s and between 10000 and 100000, but make an error or leave out a number. Challenge learners to identify or correct error Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart.	Review the lesson with Learners

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		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.	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart. Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Display roman numeral charts (1-100) arranged in sequential order and lead learners to identify the numerals. Learners identify the main characters of the roman numerals used to build the table up to 30 i.e. I, II, III, IV, V, X, L and C Call out a numeral and have learners point at it from the chart Have learners match the Roman numerals to the Hindu-Arabic numerals for instance I = 1; V= 5: IX= 9, XV= 15, XXX = 30, XL = 40, LVI = 56, XCIX = 99. Mention some numerals randomly and have learners point at it on the chart. Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : CYCLES		**Sub-strand :** EARTH SCIENCE	
Indicator (code)	B6.2.1.2.1		
Content standard (code)	B6.2.1.2.		
Performance Indicator	Learners can explain how rain falls from clouds		
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: 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	Review formation of clouds with learners. • Lead learners to explain the terms: "evaporation, condensation, dew point, ice, cloud, gravity and precipitation". • 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. • Explain that not all clouds result in rainfall.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners explain how rain falls from clouds	
Thursday	Engage learners to sing songs and recite familiar rhymes	Review formation of clouds with learners. • Lead learners to explain the terms: “evaporation, condensation, dew point, ice, cloud, gravity and precipitation”. • 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. • Explain that not all clouds result in rainfall. Assessment: let learners explain how rain falls from clouds	What have we learnt today? learners investigate the materials required for plant survival for the next lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:			**Class size:**
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Colonisation and Developments under Colonial Rule in Ghana		**Sub-strand :** Political Developments Under Colonial Rule	
Indicator (code)	B6.4.4.1.1		
Content standard (code)	B6.4.4.1.		
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes How different is 'direct' rule from 'indirect' rule?	Discuss the advantages and disadvantages of 'direct' rule Assessment: let learners mention advantages and disadvantages of 'direct'	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes How different is 'direct' rule from 'indirect' rule?	Discuss the advantages and disadvantages of 'indirect' rule Assessment: let learners mention advantages and disadvantages of 'indirect' rule	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL ABOUT US		**Sub-strand :** Home and School	
Indicator (code)	B6.1.4.1.1		
Content standard (code)	B6.1.4.1.		
Performance Indicator	Learners can identify ways of promoting food safely		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss ways of ensuring food safely e.g. wash hands well, cover food well, serve in clean plates, serve cooked food hot Assessment: Let learners identify ways of ensuring food safely	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs	Learners demonstrate how to cook and serve hot food safely	What have we learnt today?

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	and recite familiar rhymes	Note Teacher uses the lesson as an opportunity to engage learners in food safety practices and table manners Assessment: Let learners identify ways of promoting food safely	Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6 1.2.1.3		
Content standard (code)	B6 1.2.1.		
Performance Indicator	Learners can change direction quickly to maintain ones' balance whiles running with an object through obstacles.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Learners go through adequate warm up. Arrange a set of cones in a straight line. Learners walk through the spaces within the cones. Learners jog through and stop at every cone/station to change direction. Learners run and stop in front of a cone and change direction. Learners practice the skill at their own pace. Learners cool down to end the lesson.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** The Environment	
Indicator (code)	B6. 1.2.1.2:		
Content standard (code)	B6. 1.2.1.		
Performance Indicator	Learners can explain the religious and moral lessons in preserving the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Guide learners to talk about the religious and moral lessons in preserving the environment: - humankind must account for his or her stewardship of the environment, - to promote healthy life, - to respect other creatures' right to survival, - it is a command from God, etc. • Through questions and answers, let learners show how they can preserve the environment: - Afforestation, - proper methods of fishing and hunting, - proper disposal of refuse,	What have we learnt today? Ask learners to summarize the main points in the lesson

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		- legal methods of mining, - avoiding indiscriminate bush-burning, - proper ways of sand-winning, etc. Assessment: let learners explain the moral lessons in preserving the environment.	

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : PRESENTATION WORD PROCESSING		**Sub-strand :** INTRODUCTION TO MS-POWERPOINT INTRODUCTION TO MS-POWERPOINT	
Indicator (code)	B6.2.1.1.1. B6.3.1.1.1		
Content standard (code)	B6.2.1.1. B6.3.1.1.		
Performance Indicator	• Learners can demonstrate how to use the File menu, the Insert and Design Ribbon from B5. • Learners can demonstrate how to use the File menu and Insert, Design, and Layout Ribbons from B5.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to use File menu, Insert and Design Ribbons Guide learners to use File menu, Insert, Design and Layout Ribbon. Assessment: Let learners describe the use of File menu, Insert, Design and Layout Ribbon	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts		**Sub-strand :** Planning, Making and Composing	
Indicator (code)	B6 1.2.3.1		
Content standard (code)	B6 1.2.3.		
Performance Indicator	Learners can create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist: e.g. elements and principles of art	What have we learnt today? Ask learners to summarize the main points in the lesson

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		□ media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.) □ methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.; □ make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment; □ discuss, compare and share experiences through jury and peer review Assessment: let learners create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: □ present and share design concepts that reflect knowledge and understanding of the history and culture of some communities in the world; □ demonstrate embedded knowledge, skill and experience in the application and use of selected medium and style of an international artist: e.g. □ elements and principles of art □ media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.) □ methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.; □ make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment; □ discuss, compare and share experiences through jury and peer review.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners create functional and decorative visual artworks based on own views, knowledge and understanding of the medium and style of some international visual artists studied	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Writing		**Sub-strand :** Penmanship/Handwriting	
Indicator (code)	B6.3.1.1.1		
Content standard (code)	B6.3.1.1.		
Performance Indicator	Learners should pay attention to ascending and descending letters that are not easy to write.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them.	What have we learnt today? Review the lesson with learners

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		Assessment: let learners write correct sentences from them from a list of words	
	Engage leaners to sing songs and recite familiar rhymes	• Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them. Assessment: let learners write correct sentences from them from a list of words	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Give learners longer sentences on flashcards to read. • Show the flashcards to the learners. • Assist learners pay attention to ascending and descending letters that are not easy to write. • Give list of words and allow learners to write correct sentences from them. Assessment: let learners write correct sentences from them from a list of words	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 6

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand :	**Sub-strand :**
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	A. Conversation B. Vocabulary C. Pronouns D. Writing as a Process E. Using Naming Words/Nouns **F.** Building the Love and Culture of Reading

Indicator (code)	(B6.1.6.1.1. B6.1.6.2.1) B6.2.6.1.1 B6. 5.3.1.3 B6.4.9.2.1 B6.5.3.1.2 B6.6.1.1.1.
Content standard (code)	(B6.1.6.1. . B6.1.6.2.) B6.2.6.1. B6. 5.3.1. B6.4.9.2. B6.5.3.1. B6.6.1.1..
Performance Indicator	A. Learners can describe/talk about objects/personalities/ events in the country and the world. View and listen attentively and for a sustained period, (e.g., look at the person speaking and maintain eye contact) and record the key issues in the discussion B. Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication. C. Learners can Identify and use: reflexive pronouns to emphasis that an objects of a verb is the same person as the subject e.g. myself, yourself etc., Relative pronouns to link ideas or add information to a noun or a noun phrase e.g. which, where, whose etc., Reciprocal pronouns e.g. each other, one another D. Learners can develop ideas into a three-paragraph draft without considering the writing conventions, linking ideas within and across

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	paragraphs with a wider range of cohesive devices, e.g. as a result, on the other hand, however. E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender, F. Learners can 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
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.	
Keywords	
T. L .R. (s)	Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.

Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Revise previous discussions on the following: i. Objects – objects found in class, at home etc. ii. Dates – dates of birth. iii. Time – various times at school in the day e.g. break time. iv. Names of regions – Central, Ashanti, Northern, etc. • Lead a discussion on: i. Personalities – e.g. role models, MPs, head of institution ii. Event – festivals, games, special occasions e.g. Christmas • Guide learners to use appropriate vocabulary in the discussion. • Encourage learners to ask and answer questions for clarification of other learners' opinions. • Introduce and explain the activity. • Demonstrate the activity/show or play it on the tape /video	What have we learnt today? Ask learners to summarize the main points in the lesson

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		• Have groups/pairs converse on given topics as others observe and critique/ask questions for clarification • Encourage participants in a conversational to listen attentively and maintain eye contact Assessment: let learners describe/talk about objects/personalities/ events in the country and the world.	
Tuesday	Engage learners to sing songs and recite familiar rhymes	B.READING • Using examples, explain simply the two groups of words. • Elicit sentences and have learners identify the two categories of words from their sentences. • Have sentences on sentence strips on the board or cardboards and have learners identify the function words and content words. • Have learners make meaningful sentences on their own and share with peers or in groups. Assessment: let learners use function words and content words to make meaningful sentences	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 • Use a text to revise the different pronouns learnt in B1-B5. • Introduce reflexive pronouns with examples in sentences. • Discuss the reflexive pronouns with learners. • Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences. • Repeat the procedure to teach relative and reciprocal pronouns. Assessment: let learners use reflexive pronouns, relative pronouns and reciprocal pronouns 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 Put learners into groups to develop their ideas in B6.4.9.1.1 into a three-paragraph draft Assessment: let learners develop ideas into a three-paragraph draft	What have we learnt today? Ask learners to summarize the main points in the lesson

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Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback. b. Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns − Learner "A" gives a noun – mango − Learner "B" gives its plural form "mangoes" and uses it in a sentence – I love mangoes. • Provide further practice activities to build on learners' knowledge on nouns. Assessment: let learners use nouns 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	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.2.2		
Content standard (code)	B6.1.1.2.		
Performance Indicator	Learners can count and convert Hindu Arabic numbers to Roman numerals up to 100 (C) and vice versa		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners read the chart sequentially forwards and backwards, vertically (up and down), zig-zag, diagonally and randomly without pointing to the numbers. Invite	Review the lesson with Learners

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	I'm counting one, what is one	2-3 learners to read to the class. Call a Roman numeral and ask learners to write Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Give learners a numeral in the Hindu Arabic system and have learners convert to roman numeration and vice versa for instance XXIV = 24, LX = 60, XCIV = 94, CCCXXXIII = 333, Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Challenge learner to find missing numbers in addition and subtraction sentences involving roman numerals. Ask learners to write similar puzzles for their friends to similar puzzles for their friends to solve. 1) X + ☐ = XV 2) X + ☐ = XX 3) XXX + ☐ = XXXV 4) XL + ☐ = L 5) V + ☐ = XX 6) XX - ☐ = X 7) XXV - ☐ = XX 8) X - ☐ = V 9) XXX - ☐ = XXVII 10) L - ☐ = XX Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Challenge learner to find missing numbers in addition and subtraction sentences involving roman numerals. Ask learners to write similar puzzles for their friends to similar puzzles for their friends to solve. 1) X + ☐ = XV 2) X + ☐ = XX 3) XXX + ☐ = XXXV 4) XL + ☐ = L 5) V + ☐ = XX 6) XX - ☐ = X 7) XXV - ☐ = XX 8) X - ☐ = V 9) XXX - ☐ = XXVII 10) L - ☐ = XX	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Challenge learner to find missing numbers in addition and subtraction sentences involving roman numerals. Ask learners to write similar puzzles for their friends to similar puzzles for their friends to solve. 1) X + ☐ = XV 2) X + ☐ = XX 3) XXX + ☐ = XXXV 4) XL + ☐ = L 5) V + ☐ = XX 6) XX - ☐ = X 7) XXV - ☐ = XX 8) X - ☐ = V 9) XXX - ☐ = XXVII 10) L - ☐ = XX Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : CYCLES		**Sub-strand :** LIFE CYCLES OF ORGANISMS	
Indicator (code)	B6.2.2.1.1		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can know the materials needed for the survival of plants in the environment (water, carbon dioxide, oxygen, sunlight)		
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: 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	• Review previous lesson on composition and uses of air. • Prior to the lesson, learners investigate the materials required for plant survival. • Learners present their findings on the materials required for plant survival. • Using annotated diagrams, learners show sources and point of entry of the essential materials into the plants.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention the materials required for plant survival and show sources and point of entry of the essential materials into the plants.	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners are guided to conduct an experiment to show the effect of water on plants' survival. • Learners are assigned to find out the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants. Assessment: let learners explain the specific functions of oxygen, carbon dioxide, sunlight and water in the survival of plants	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Colonisation and Developments under Colonial Rule in Ghana		**Sub-strand :** Political Developments Under Colonial Rule	
Indicator (code)	B6.4.4.1.1		
Content standard (code)	B6.4.4.1.		
Performance Indicator	Learners can describe the features of British colonial rule in Ghana including 'direct' and 'indirect' rule, 1874-1957.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Role play indirect rule in the Gold Coast. Assessment: let learners mention advantages and disadvantages of 'direct'	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Role play indirect rule in the Gold Coast.	What have we learnt today?

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	familiar rhymes	Assessment: let learners mention advantages and disadvantages of 'indirect' rule	Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** The Environment and the Weather	
Indicator (code)	B6.2.1.1.1.		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can plant trees in their communities as a civic duty		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners discuss the importance of trees in their communities e.g. clean air, shade Assessment: Let learners mention the importance of trees in their communities	What have we learnt today? Project activities include: a visit to the forestry commission for seedlings

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			Planting the seedlings and take care of them in the school
Thursday	Engage learners to sing songs and recite familiar rhymes	Project Learners undertake a tree planting project in the school to check erosion or provide shade Write down the processes about their project e.g. daily watering, measuring the height of the trees weekly, number of leaves Assessment: Let learners describe the process for planting trees in their communities	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.4:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can strike a tossed ball with the hands above the forehead (tennis serve).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Organise learners with volleyballs facing a target. Learners toss a ball and strike it with the palm or fist (overhead) to a target bases on their ability. Learners practice over hanged net (optional) by striking a tossed ball over it to the target for mastery of tennis serve. Learners play mini volleyball starting with tennis a serve.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : God, His Creation and Attributes		**Sub-strand :** The Environment	
Indicator (code)	B6. 1.2.1.2:		
Content standard (code)	B6. 1.2.1.		
Performance Indicator	Learners can explain the religious and moral lessons in preserving the environment.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Let learners do a project on the preservation of the environment: tree-planting, clean-up exercises in the school environment, etc. Have learners write about their project work findings for class discussion. Assessment: let learners explain the religious lessons in preserving the environment.	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : PROGRAMMING AND DATABASES		**Sub-strand :** INTRODUCTION TO DATABASES, ALGORITHM AND PROGRAMMING. LANGUAGES	
Indicator (code)	B6.5.1.1.1 B6.5.1.1.2 B6.5.1.1.3.		
Content standard (code)	B6.5.1.1. B6.5.1.1. B6.5.1.1.		
Performance Indicator	• Learners can describe Databases • Learners can identify databases and data structures • Learners can explain Fundamental Database concepts		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners through discussion in groups, to list and describe databases Guide learners to identify databases structures. ie. database structure is the collection of record type and field type definitions that comprises the database Guide learners to apply the fundamental database concepts to a sample database in a class discussion	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: Let learners explain Fundamental Database concepts	

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Performing Arts		**Sub-strand :** Planning, Making and Composing	
Indicator (code)	B6 2.2.3.1		
Content standard (code)	B6 2.2.3.		
Performance Indicator	Learners can create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Creative 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: present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world; demonstrate embedded knowledge, skill and experience in the application and use of techniques and style of an international artist to compose own music, dance, drama, poetry, etc.; compose and share own music, dance, drama and poems similar to the works and style of the	What have we learnt today? Ask learners to summarize the main points in the lesson

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		international artists studied using available media, instruments, etc. from the local environment. □ Discuss compositions through peer review Assessment: let learners create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: □ present and share concepts that reflect knowledge and understanding of the history and culture of some communities in the world; □ demonstrate embedded knowledge, skill and experience in the application and use of techniques and style of an international artist to compose own music, dance, drama, poetry, etc.; □ compose and share own music, dance, drama and poems similar to the works and style of the international artists studied using available media, instruments, etc. from the local environment. □ Discuss compositions through peer review Assessment: let learners create own performing artworks based on own views, knowledge and understanding of the techniques and styles of some international performing artists studied	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Composition Writing		**Sub-strand :** Narrative Writing	
Indicator (code)	B6.4.1.1.1 B6.4.1.1.2 B6.4.1.1.3		
Content standard (code)	B6.4.1.1. B6.4.1.1. B6.4.1.1.		
Performance Indicator	• Learners should write a report or account of a particular events or activity in which they were involved • Learners should write a brief report on an event or activity they have witnessed • Learners should write a report or account of a particular event or activity		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners how to write a narrative composition. • Show a sample of a narrative writing and discuss its structure and key points.	What have we learnt today?

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		• 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 Assessment: let learners write a report or account of a particular events or activity in which they were involved	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners key points in writing a narrative composition. • Ask a learner to narrate an event witnessed to the class. • Assist learners towrite a brief report on an event or activity e.g. rainfall, storm, drought they have witnessed. Assessment: let learners write a brief report on an event or activity they have witnessed	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• 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. Assessment: let learners write a report or account of a particular event or activity	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 7

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand :	**Sub-strand :**
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	A. Listening Comprehension B. Vocabulary C. Adjectives D. Narrative Writing E. Using Naming Words/Nouns **F.** Building the Love and Culture of Reading

Indicator (code)	(B6.1.7.1.1 B6.1.7.1.2) B6.2.6.1.2 B6.3.4.1.1. B6.4.9.3.1. B6.5.3.1.2. B6.6.1.1.1.
Content standard (code)	(B6.1.7.1. B6.1.7.1.) B6.2.6.1. B6.3.4.1.. B6.4.9.3.. B6.5.3.1. B6.6.1.1..
Performance Indicator	A. Learners can employ Think Aloud and visualisation strategies to make meaning from level-appropriate texts. Relate the sequence of events (E.g. beginning, middle and end)stories/drama/texts B. Learners can use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions. C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest, irregular: better D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender,

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		F. Learners can 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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Have learners listen to teacher-read texts or video/audio recording on familiar topics. • Model the visualisation strategy to make meaning from texts heard. • Encourage learners to practise constructing meaning from the texts or play. • Referring to a recently read story, assist learners to identify the sequence of events in the story. e.g. The beginning, middle, and ending. • Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end Assessment: let learners choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end	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 • Introduce the terms one at a time using several examples. • Let learners identify the terms in the texts and stories they read. • Have learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise the comparatives with learners. • Use practical activities to guide learners to change the positive forms of regular adjectives into comparative forms by adding -er. E.g. Compare the heights of two learners: i. Musah is tall. Safianu is short. ii. Musah is taller than Safianu. • Guide learners to form the superlative forms of regular adjectives by adding -est. E.g. Ali is the tallest. • Provide a text containing irregular forms of adjectives. Start with those that have different spelling for comparative and superlative. e.g. good better best • Provide a text for learners to identify the examples. Learners use the irregular forms of adjectives in sentences Assessment: let learners use the irregular forms of adjectives 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 • Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. • Guide learners with the questions below: iv. Are your ideas in order and easy to understand? v. Are all the sentences talking about the main idea of the paragraph? vi. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. Assessment: let learners revise a draft to produce a coherent piece	What have we learnt today? Ask learners to summarize the main points in the lesson

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Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback. b. Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns − Learner "A" gives a noun – mango − Learner "B" gives its plural form "mangoes" and uses it in a sentence – I love mangoes. • Provide further practice activities to build on learners' knowledge on nouns. Assessment: let learners use nouns 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	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Counting, Representation, Cardinality & Ordinality	
Indicator (code)	B6.1.1.3.1		
Content standard (code)	B6.1.1.3.		
Performance Indicator	Learners can determine the HCF and the LCM of two or three numbers using prime factors		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Learners can determine the HCF and the LCM of two or three numbers using prime factors		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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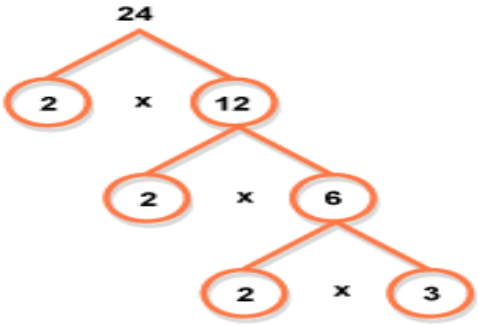
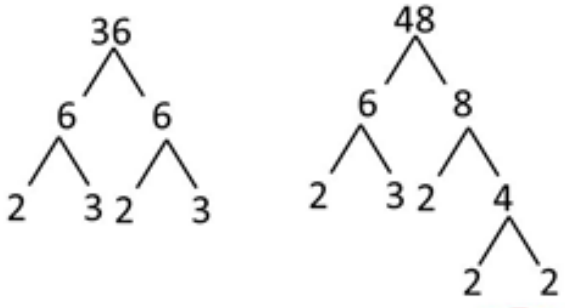
Monday	Sing songs like: I'm counting one, what is one	Have learners revise the use of the factor tree method to determine prime factors of any given whole number. For example the prime factors of 24. For instance, from the figure: 24 = 2×2×2×3 so 2 and 3 are the prime factors of 24. Ask learners to list the factors of two or more given whole numbers using the factor tree; for 36 and 48 we have 36= 2×3×2×3 =2×2×3×3 and 48= 2×3×2×2×2 = 2×2×2×2×3.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners use the prime factorization by inspection to determine the HCF by underlining the common factors in each product 36=2×2×3×3 48= 2×2×2×2×3  Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting	Learners use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product 36=2×2×3×3 48= 2×2×2×2×3	Review the lesson with Learners

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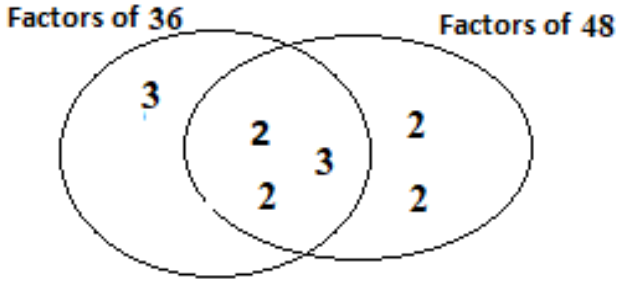
	one, what is one	→ which is 2×2×2×2×3×3=144 Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Learners place factors in a Venn diagrams to find the HCF and LCM of 36 and 48. i.e. the HCF is product of factors in both circles →2×2×3=12; and the LCM is product of factors in the diagram →3×2×2×3×2×2 =144  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.	Learners use the prime factorisation to determine the LCM and HCF of three numbers using table and dividing through by prime factors. Example 1, find the LCM and HCF these sets of numbers: 18, 24 and 30. Using prime factorization table – (see method in figure), i.e. HCF = 2×3 = 4, and LCM = 2×2×2×3×3×5 = 360. ***2** | 18 | 24 | 30 2 | 9 | 12 | 15 2 | 9 | 6 | 15 ***3** | 9 | 3 | 15 3 | 3 | 1 | 5 5 | 1 | 1 | 5 | 1 | 1 | 1 The prime factor which can divide all the numbers is starred. The product of all the starred prime factors is the HCF. In this case the starred numbers are 2 and 3, and HCF = 6 The product of each prime factor which divided any of the numbers is the LCM Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : SYSTEMS		**Sub-strand :** THE HUMAN BODY SYSTEMS	
Indicator (code)	B6.3.1.1.1		
Content standard (code)	B6.3.1.1.		
Performance Indicator	Learners can explain the functions of organs in the excretory system of humans		
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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	• Engage learners to review the functions of some human organs. • Learners explain the need for activities such as breathing, urinating and sweating. • With the aid of videos, charts or models, assist learners to identify the organs of the excretory system of humans (kidneys, lungs, skin, liver). • Learners, in an activity, match the parts of the excretory system with their excretory products.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		• Build vocabulary of learners by explaining key biological terms such as urea, kidney, lungs and excretion. Assessment: let learners explain key biological terms such as urea, kidney, lungs and excretion.	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners are provided with materials such as blu tack or clay to mould the kidney of humans. The lesson should mainly focus on the kidneys, lungs, skin, and their excretory products. Assessment: let learners explain the functions of organs in the excretory system of humans	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	1. Define a political party. 2. Discuss the formation of the United Gold Coast Convention (UGCC) in 1947. Assessment: let learners the formation of the United Gold Coast Convention (UGCC) in 1947	What have we learnt today? Ask learners to summarize the main points in the lesson

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	What is a political party?		
Thursday	Engage learners to sing songs and recite familiar rhymes What is a political party? Which people formed the first political party in the Gold Coast?	Discuss the formation of the Convention People Party (CPP) in 1949. Assessment: let learners narrate the formation of the Convention People Party (CPP) in 1949.	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Plants and Animals	
Indicator (code)	B6.2.2.1.1		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can explain the importance of animal waste to plants		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners watch pictures/videos of manure and discuss the importance of manure e.g. soil fertility Assessment: Let learners explain the importance of animal waste to plants	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	Obtain different plant and animal waste from the community and use such materials to prepare manure.	What have we learnt today?

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	familiar rhymes	Assessment: Let learners describe how to prepare manure.	Ask learners to summarize the main points in the lesson

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SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.5:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can strike a gently tossed ball with a bat, using a forehand and backhand movement pattern		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Organise learners with table tennis balls and bats. Learners stand with one foot forward behind table tennis board, knees bent and trunk slightly leaning forward, holding bat with one hands and swing the bat from the side to strike the ball to the target. Learners practice, striking/service at different heights, whiles you give them the feedback to correct the errors.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B6.2.1.1.1:		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can discuss the importance of prayer in our lives.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Guide learners to discuss the meaning of prayer: a communication between the worshipper and the object of worship. • Let learners talk about the types of prayer: Christianity - thanksgiving, intercession, supplication, confession, etc. Islam - Salat (five daily compulsory prayers), congregational (Ju`mah), etc. Traditional - thanksgiving, intercession, supplication, confession, etc. Assessment: let learners mention the types of prayer	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Programming and databases		**Sub-strand :** INTRODUCTION TO ELECTRONIC SPREADSHEET	
Indicator (code)	B6.5.3.1.1 B6.5.3.1.2 B6.5.3.1.3		
Content standard (code)	B6.5.3.1. B6.5.3.1. B6.5.3.1.		
Performance Indicator	• Learners can demonstrate how to use the ribbons under the home ribbons • Learners can to create basic worksheets using Microsoft Excel 2016. • Learners can perform calculations in an MS-Excel worksheet		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to do a presentation on the use of the ribbons under the home button. Guide learners to develop worksheet consisting of list of names ie. teachers, students, friends, families, etc. Guide learners to develop worksheet that will help in calculating multiplication, addition and subtraction Assessment: Let learners perform calculations in an MS-Excel worksheet	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts		**Sub-strand :** Displaying and Sharing	
Indicator (code)	B6 1.3.4.1		
Content standard (code)	B6 1.3.4.		
Performance Indicator	Learners can plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: - watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service); - discuss the need for displaying portfolio of own visual artworks; - develop a roadmap for the exhibition by: - fixing a date - selecting a venue	What have we learnt today? Ask learners to summarize the main points in the lesson

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		- inviting an audience □ brainstorm to agree on a theme for the exhibition; □ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners); □ select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance); Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: □ decide on mode of display (e.g. by hanging, draping, spreading); □ plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); □ clean and prepare the hall and its environment and make it ready for the exhibition; □ plan for post-exhibition activities Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Composition Writing		**Sub-strand :** Creative / Free Writing	
Indicator (code)	B6.4.2.1.1 B6.4.2.1.2 B6.4.2.1.3		
Content standard (code)	B6.4.2.1. B6.4.2.1. B6.4.2.1.		
Performance Indicator	• Learners should create and write a short imaginative story. • Learners should write a long real story of about five paragraphs. • Learners should write a longer imaginative or real story.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Show some creative works like stories to learners to see. • Discuss the creative works with the learners. • Discuss with learners how to create imaginative stories. • Let learners create or narrate and write a short imaginative story.	What have we learnt today?

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		Assessment: let learners create and write a short imaginative story.	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners how to write stories. • Show samples of stories to learners and talk about the stories. • Let learners write or narrate a real story which is a little bit longer of about five paragraphs Assessment: let learners write a long real story of about five paragraphs.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Revise with learners how to write stories and talk about the setting, characters and titles. • Guide learners to write a longer imaginative or real story. Assessment: let learners write a longer imaginative or real story.	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 8

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Listening Comprehension B. Vocabulary C. Adjectives D. Narrative Writing E. Using Naming Words/Nouns **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.7.1.3 B6.2.6.2.1 B6.3.4.1.1 B6.4.9.3.1 B6.5.3.1.2 B6.6.1.1.1.
Content standard (code)	B6.1.7.1. B6.2.6.2. B6.3.4.1. B6.4.9.3. B6.5.3.1. B6.6.1.1.
Performance Indicator	A. Learners can ask relevant questions to improve on understanding of moral lesson in text. B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate text; substituting selected nouns verbs and adjectives in a text with synonyms /near synonyms C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons e.g. regular: fastest, irregular: better D. Learners can review, and revise the draft to produce a coherent piece by proposing grammar and vocabulary for improvement. E. Learners can identify and use: proper nouns to refer to organisations/events, Count/non-count, Singular, Plural (regular, irregular), without plural marker, Gender,

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		F. Learners can 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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Revise the sequence of events in a familiar story/drama/text with learners. • Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read. • Discuss the roles of characters, setting and the moral values in the text. • Ask relevant questions to improve understanding of elements in the texts. • Encourage learners to also ask question. Assessment: let learners ask relevant questions to improve on understanding of moral lesson in text	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 regularly play several vocabulary games such as “Word hunt”, “Lucky Dip”, “I know it”, etc. Let them build a portfolio on vocabulary and use them in meaningful sentences. Assessment: let learners substitute selected nouns, verbs and adjectives in a text with synonyms /near synonyms	WEEE

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Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Assist learners to use the adjectival forms position, more – and most – much more most intelligent more intelligent most intelligent • For each type or form, guide learners with examples to compare classroom objects and things within the vicinity of the school and beyond. Assessment: let learners use comparatives forms of regular and irregular adjectives to make comparisons 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 • Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled. • Guide learners with the questions below: iv. Are your ideas in order and easy to understand? v. Are all the sentences talking about the main idea of the paragraph? vi. Are all the paragraphs talking about the topic? • Have learners read their partners' draft and offer suggestions. • Encourage learners to make as many changes as are necessary to improve their drafts. • Have learners make a clean draft for publishing. Assessment: let learners revise a draft to produce a coherent piece	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise all the types of nouns with learners (refer to B1-B5). • Provide learners with opportunities to further practice using these nouns. E.g. a. Learners take their reading books and identify and make a list of these nouns, use them in sentences and present their work to the class for feedback. b. Use language drills and games to help learners to practice. e.g. a pair drill for singular/plural nouns − Learner "A" gives a noun – mango − Learner "B" gives its plural form "mangoes" and uses it in a sentence – I love mangoes.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		• Provide further practice activities to build on learners' knowledge on nouns. Assessment: let learners use nouns in sentences	
Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Number Operations	
Indicator (code)	B6.1.2.1.1		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can apply mental mathematics strategies and number properties, such as skip counting from a known fact, using doubling or halving, using patterns in the 9s and 11s facts, using repeated doubling or halving, to determine answers for basic multiplication facts to 81 and related division fact		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections

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Monday	Sing songs like: I'm counting one, what is one	Describe the mental Mathematics strategies used to determine a given basic fact, such as skip count up by one or two groups from a known fact (e.g., if 5 × 7 = 35, then 6 × 7 is equal to 35 + 7 and 7 × 7 is equal to 35 + 7 + 7) skip count down by one or two groups from a known fact (e.g., if 8 × 8 = 64, then 7 × 8 is equal to 64 – 8 and 6 × 8 is equal to 64 – 8 – 8) Assessment: have learners to practice with more examples	Review the lesson with Learners
Tuesday	Sing songs like: I'm counting one, what is one	Describe the mental Mathematics strategies used to determine a given basic fact, such as doubling (e.g., for 8 × 3 think 4 × 3 = 12, and 8 × 3 = 12 + 12) patterns when multiplying by 9 (e.g., for 9 × 6, think 10 × 6 = 60, and 60 – 6 = 54; for 7 × 9, think 7 × 10 = 70, and 70 – 7 = 63) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one.	Describe the mental Mathematics strategies used to determine a given basic fact, such as repeated doubling (e.g., if 2 × 6 is equal to 12, then 4 × 6 is equal to 24 and 8 × 6 is equal to 48) repeated halving (e.g., for 60 ÷ 4, think 60 ÷ 2 = 30 and 30 ÷ 2 = 15) Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Describe the mental Mathematics strategies used to determine a given basic fact, such as relating division to multiplication (e.g., for 64 ÷ 8, think 8 × … = 64) Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting one, what	Recall multiplication facts to 81and related division facts Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : SYSTEMS		**Sub-strand :** THE SOLAR SYSTEM	
Indicator (code)	B6.3.2.1.1:		
Content standard (code)	B6.3.2.1.		
Performance Indicator	Learners can explain the difference between a star, a planet and a satellite		
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: 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	• Show videos, models or pictures of the solar system and engage learners to identify the planets in the system. • Draw the solar system on the board, using different colours to illustrate the different bodies. • Learners tell what they see when they view the sky during the night and during day time. • Based on their answers, use the chart to explain that a star is a heavenly body that produces its own light and is stationary (does not move).	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners draw the solar system and explain what is a star	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Using the solar system as an example, guide learners to understand that a planet is a body that moves around a star (e.g. the earth and the other planets move around the sun). • Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the moon is a satellite of the earth. • Engage learners in a game that mimics the solar system (e.g. place a chair at the centre of the football field with one learner to represent the sun. Now ask 8 learners to go around the chair in circles to represent the planets). Assessment: let learners explain the difference between a star, a planet and a satellite	What have we learnt today? Ask learners to summarize the important points of the lesson

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SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Which people	Discuss the role played by the leaders of the UGCC in the struggle for independence Assessment: let learners describe the role played by the leaders of the UGCC in the struggle for independence	What have we learnt today? Ask learners to summarize the main points in the lesson

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	formed the first political party in the Gold Coast?		
Thursday	Engage learners to sing songs and recite familiar rhymes Which people formed the first political party in the Gold Coast?	Discuss the role played by the leaders of the CPP in the struggle for independence Assessment: let learners describe the role played by the leaders of the CPP in the struggle for independence	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1.		
Content standard (code)	B6.2.3.1.		
Performance Indicator	Learners can identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Assessment: Let learners identify the political regions on a sketch map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. “From Senegal to Gambia…Benin to Nigeria”. Assessment: Let learners compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.6		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can throw and catch a ball with a partner while both partners are moving.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Demonstrate to learners with a ball to stand with the foot opposite the throwing hand forward. Let them stretch their hands backward but below the shoulder by bending the trunk sideways towards the stretched hand. Instruct them to swing the stretched arm with the ball forcefully and throw the ball to the target by moving the trunk briskly up and pointing the non-throwing hand towards the direction of throw. After throwing, encourage the learners to move the back leg forward for recovery/balance.	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Religious Worship in the Three Major Religions in Ghana	
Indicator (code)	B6.2.1.1.1:		
Content standard (code)	B6.2.1.1.		
Performance Indicator	Learners can discuss the importance of prayer in our lives.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Lead learners to discuss the importance of prayer: - brings us closer to God, - it shows our dependence on God, etc. • Ask learners to demonstrate how prayer is performed in the three major religions Assessment: let learners mention the importance of prayer in our lives.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING CLASS: SIX

Week Ending:				**Class size:**	
Day :				**Date :**	
Period :				**Lesson :**	
Strand : INTERNET AND SOCIAL MEDIA			**Sub-strand :** NETWORK OVERVIEW WEB BROWSERS AND WEB PAGES		
Indicator (code)	B6.6.1.1.1	B6.6.1.1.2	B6.6.2.1.1	B6.6.2.1.2	B6.6.2.1.3
Content standard (code)	B6.6.1.1.	B6.6.1.1.	B6.6.2.1.	B6.6.2.1.	B6.6.2.1.
Performance Indicator	• Learners can give examples of facilities the internet offers • Learners can describe the types of information available on the Internet • Learners can identify the address or links window. • Learners can recognise the status bar and list its use. • Learners can illustrate using help button.				
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.					
Keywords					
T. L .R. (s)	Laptop				
Ref:	Computing curriculum Page				

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to give examples of internet facilities ie. e-mail, FTP's, www, etc. for presentation. Guide learners to identify and describe the types of information available on the Internet. eg. Educational, Financial, Entertainment, etc. Select learners into groups to do this task.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Guide learners to identify the address or links window on phones and other electronic gadgets with browsers, Bring a picture of a window that has the status bar and ask the learners to point out the status and mention its functions Guide learners to do an activity you have not tackled in class and ask them to use the Help button to navigate and find the steps involved. Guide learners to carry out the stated steps Assessment: Let learners explain the uses of help button	

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SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Performing arts		**Sub-strand :** Displaying and Sharing	
Indicator (code)	B6 2.3.4.2		
Content standard (code)	B6 2.3.4.		
Performance Indicator	Learners can plan a display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: - watch a short video or live performances (preferably during the circuit, district or regional cultural festival of the cultural education unit of the Ghana Education Service) that reflect emerging topical issues in Ghana; - discuss the need for performing compositions of own music, dance, drama, poetry etc.; - develop a roadmap for the performances by: - fixing a date	What have we learnt today? Ask learners to summarize the main points in the lesson

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		- selecting a venue - inviting an audience □ brainstorm to agree on a theme for the performance; □ send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners); □ 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; □ decide on mode and arrangement of performances (e.g. monologue/solo/group, costumes, props, etc.); Assessment: let learners write a plan for display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: □ 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); □ clean and prepare the venue and its environment and make it ready for the performance; □ Plan for post-performance activities such as cleaning, appreciation, appraisal, evaluation and reporting. Assessment: let learners write a plan for display of own performing artworks to share creative experiences of the techniques and styles of some international performing artists studied	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Composition Writing		**Sub-strand :** Descriptive Writing	
Indicator (code)	B6.4.3.1.1 B6.4.3.1.2 B6.4.3.1.3		
Content standard (code)	B6.4.3.1. B6.4.3.1. B6.4.3.1.		
Performance Indicator	• Learners should write a descriptive composition on a given object • Learners should write a descriptive essay about a situation • Learners should write a descriptive composition on a certain process.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Show an object to learners. • Pass the object round for learners to touch it. • Call learners in turns to describe the object. • Discuss with learners how to write descriptive composition. • Let learners write a descriptive composition on a given object	What have we learnt today?

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		Assessment: let learners write a descriptive composition on a given object	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners situations that can occur in the home or school or community. • Let learners describe any of the situations in groups and say to the class. • Discuss with learners how to write descriptive composition. • Lead learners to compose a descriptive essay about a situation. Assessment: let learners write a descriptive essay about a situation	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners processes in doing things like cooking, installing a chief, etc. • Ask a learner the process and describe it to the class. • Assist learners towrite a descriptive composition on a certain process Assessment: let learners write a descriptive composition on a certain process.	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 9

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand :	**Sub-strand :**
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions **F.** Extensive Reading	A. Asking and Answering Question B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words F. Building the Love and Culture of Reading

Indicator (code)	B6.1.8.1.1 B6.2.7.1.1. B6.3.5.1.1. B6.4.11.1.1 B6.5.4.1.1. B6.6.1.1.1.
Content standard (code)	B6.1.8.1. B6.2.7.1. B6.3.5.1.. B6.4.11.1. B6.5.4.1.. B6.6.1.1.
Performance Indicator	A. Learners can answer "Yes" or "No" questions correctly using the expressions that show the future B. Learners can construct meaning from texts C. Learners can use different types of verbs, Main verb and Helping verb (primary auxiliary and modal auxiliary) D. Learners can freely about topics of choice on national issues and issues from different learning areas. E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can 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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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc. • Ask questions to elicit "Yes" or "No" answers e.g. Will you come to school tomorrow? Yes/No; Yes, I will/No, I won't. • Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering "Yes" or "No" Questions. Assessment: let learners answer "Yes" or "No" questions correctly using the expressions that show the future	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 • Select level-appropriate texts for learners. • Based on background knowledge and other factors, have learners predict what a text will be about and actively adjust comprehension while reading/viewing or listening. • Learners connect their background knowledge to help them make meaning of the text as they read. • Assist learners with a variety of questions to make meaning during and after reading the text. • Lay emphasis on the need to use the environment of a word to get its meaning. Assessment: let learners construct meaning from texts	What have we learnt today? Ask learners to summarize the main points in the lesson

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Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise verbs generally. Have learners identify verbs in sentences and use them in their own sentences. − Helping verb (primary auxiliary and modal auxiliary E.g. can might, would, ought, is, are, is, are, was, were). • Choose a text (story) and have the learners work in groups to identify the main verbs. Let each group select five of the verbs and use them in sentences. • Introduce auxiliaries (primary and modal) in context one at a time. Learners listen to/read a text having several of them. • Guide learners with examples to identify and distinguish them from the main verbs and use them in sentences. Assessment: let learners use different types of verbs, Main verb and Helping verb 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 • Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas to write their first draft. • They revise their first draft. • Learners then, peer edit their work. • Have them present their work for class discussion and correction. Assessment: let learners select a topic of their choice on national issues and write about it	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise the simple present and present perfect tenses by using examples and situations. • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in sentences and identify modals used. Use this as a guide to let learners write a story using the simple past. • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. Assessment: let learners write a story using the the simple past and the present perfect tense	What have we learnt today? Ask learners to summarize the main points in the lesson

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Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Number Operations	
Indicator (code)	B6.1.2.1.2		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Determine the products when one factor is a multiple of 10, 100, or 1000 by annexing zero or adding zeros (e.g., for 3×200 think of 3×2 and then add two zeros)	Review the lesson with Learners

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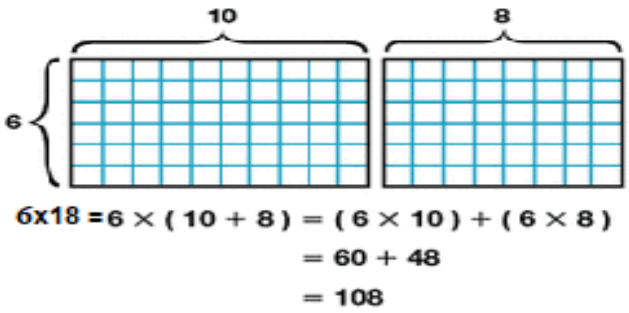
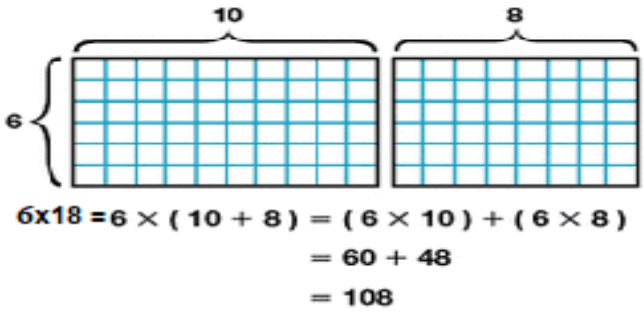
	I'm counting one, what is	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Apply halving and doubling when determining a given product (e.g., 32×5 is the same as 16×10) Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form (e.g., 6×18 = (6×10) + (6×8) = 60+48 = 108. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., 29×7 = (30×7) – (1×7) = 203.  $6x18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$ $= 108$ Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Apply the distributive property to determine a given product involving multiplying factors that can be written in the expanded form (e.g., 6×18 = (6×10) + (6×8) = 60+48 = 108. Or apply distributive property to determine a given product involving multiplying factors that are close to multiples of 10 (e.g., 29×7 = (30×7) – (1×7) = 203.  $6x18 = 6 \times (10 + 8) = (6 \times 10) + (6 \times 8)$ $= 60 + 48$ $= 108$	Review the lesson with Learners

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		Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm counting one, what is one	Explain the property for determining the answer when multiplying numbers by iii. one iv. zero. Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : SYSTEMS		**Sub-strand** : ECOSYSTEM	
Indicator (code)	B6.3.3.1.1		
Content standard (code)	B6.3.3.1.		
Performance Indicator	Learners can investigate various interactions in an ecosystem and the effect on humans		
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: 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	• Show learners pictures of different ecosystems. • Learners observe different ecosystems in the field such as a small bush or pond. • Engage learners to brainstorm to come out with possible interactions that occur in the given ecosystem. • Learners work in groups to draw or design different ecosystems in the classroom Assessment: let learners identify interactions in an ecosystem	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners observe each of the ecosystems and identify some possible interactions that can take place within each ecosystem they have designed. • Guide learners to discuss the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem Assessment: let learners describe the effects of interactions (hunting, farming and predation) on humans and other living things within a given ecosystem	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Who were the leading	Learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo. Assessment: let learners map out specific roles by leaders such as Kwame Nkrumah, J.B. Danquah, Obetsebi Lamptey, Ako Adjei, William Ofori Atta and Edward Akuffo Addo.	What have we learnt today? Ask learners to summarize the main points in the lesson

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	members of the UGCC and the CPP?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were some of the leaders referred to as the 'Big Six'?	Learners explain how these leaders became known as 'the Big Six'. Assessment: let learners explain how the leaders became known as 'the Big Six'	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1.		
Content standard (code)	B6.2.3.1.		
Performance Indicator	Learners can Identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Assessment: Let learners identify the political regions on a sketch map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. “From Senegal to Gambia…Benin to Nigeria”. Assessment: Let learners compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.7		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can show how to adjust body position to catch a ball thrown off-centre.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Demonstrate the correct hand, arm, body, feet position in catching. Learners relax their arms by sides and keep their forearms in front. Arms and body adjust to the path of the object (ball). Feet in a balanced stride position and eyes track the object throughout the catching action. Learners practice the skill at their own pace based on their capabilities and progress at their own pace. Learners adjust their performance base on the feedback from teacher and peers.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries		

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.1:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	• Aid learners to list the festivals celebrated in Ghana: Damba, Tedudu, Christmas, Easter, Eid-ul-Fitr, Eid-ul-Adha, etc. • Use pictures, charts, video clips, etc. to demonstrate how various festivals in Ghana are celebrated. • In groups, let learners describe how festivals are celebrated. Assessment: let learners describe how festivals are celebrated.	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Internet and social media		**Sub-strand :** SURFING THE WORLD WIDE WEB FAVOURITE PLACES AND SEARCH ENGINE	
Indicator (code)	B6.6.3.1.1 B6.6.3.1.2 B6.6.4.1.1 B6.6.4.1.2		
Content standard (code)	B6.6.3.1. B6.6.3.1. B6.6.4.1. B6.6.4.1.		
Performance Indicator	• Learners can recognize Resource Locators (URLs). • Learners can illustrate how to jump directory to URLs • Learners can show how to create a favourite link. • Learners can demonstrate deleting favourite links		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to identify what URL is. Select learners into groups of five or less, to explore how to recognise URLs so as to aid learners to locate a resource on the web. Give learners a project on how to jump directory to URLs. Guide learners to create an Internet favourite link.	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Guide learners to delete a favourite link they have created. Assessment: Let learners explain how to delete favourite links	

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts Performing Arts		**Sub-strand :** Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B6 1.3.4.1	B6 2.4.6.1	
Content standard (code)	B6 1.3.4.	B6 2.4.6.	
Performance Indicator	• Learners can plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied • Learners can develop guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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	Learners are to: watch a short video on an exhibition or visit an exhibition centre, preferably during the circuit, district	What have we learnt today?

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	familiar rhymes	or regional cultural festival of the cultural education unit of the Ghana Education Service); discuss the need for displaying portfolio of own visual artworks; develop a roadmap for the exhibition by: - fixing a date - selecting a venue - inviting an audience brainstorm to agree on a theme for the exhibition; send manual and/or electronic invitations (e.g. letters, postcards, WhatsApp, E-mail, Twitter, Instagram, Facebook, announcements, posters, jingles) to target audience, for example parents, PTA/SMC members, stakeholders, colleague learners); select works for the exhibition by considering factors such as creativity and originality, finishing and decoration, relevance of the works to the theme, social and cultural importance); decide on mode of display (e.g. by hanging, draping, spreading); plan the layout of the exhibition hall, prepare labels for the works (e.g. title, name of artist, date); clean and prepare the hall and its environment and make it ready for the exhibition; plan for post-exhibition activities Assessment: let learners write a plan for an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss and accept a guide for analysing and appreciating/appraising own and/or others' compositions and performances on the guide guidelines suggested below; identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.; agree on what to use the appraisal report for and how to share it;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		▯ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ▯ fix a day/date for the appreciation/appraisal/jury. Suggested guidelines ▯ 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 write guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Writing Conventions / Usage		**Sub-strand :** Integrating Grammar in Written Language (Capitalization) Integrating Grammar in Written Language (Punctuation)	
Indicator (code)	B6.5.1.1.1 B6.5.1.1.2 B6.5.2.1.1		
Content standard (code)	B6.5.1.1. B6.5.1.1. B6.5.2.1.		
Performance Indicator	• Learners should use the upper case letters after colons and question marks. • Learners should use upper case letters to begin paragraphs and after exclamation mark. • Learners should use punctuation marks appropriately in writing paragraphs.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	• Write well-punctuated sentences on flashcards. • Discuss the use of colon with learners.	What have we learnt today?

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	familiar rhymes	• Use the flashcards to help learners understand the use of the upper case letters after the colon. • Give a passage and allow learners to put in the colon and the capital letters where necessary. • Explain to learners the use of the upper case letters after question mark. • Give a passage without the punctuations (question mark and capital letters). • Let learners put in the punctuations and read aloud to the class Assessment: let learners use the upper case letters after colons and question marks in sentences	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Discuss with learners the use of capital letters to begin paragraphs and after an exclamation mark. • Give a paragraph consisting of about ten sentences without the punctuations and capital letters. • Put learners in groups to read the paragraphs, punctuate it and present to the class for discussion. • Check the use of the punctuations used by learners and give the comments Assessment: let learners use upper case letters to begin paragraphs and after exclamation mark in sentences	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Write well punctuated sentences on flashcards. • Teach learners what a paragraph is. • Help learners to show an understanding of using punctuation marks appropriately in writing paragraphs Assessment: let learners use punctuation marks appropriately in writing paragraphs.	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 10

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Giving and Following Commands B. Comprehension C. Verbs D. Creative/Free Writing E. Using Action Words **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.9.1.1. B6.2.7.1.2 B6.3.5.1.2 B6.4.11.1.1. B6.5.4.1.1. B6.6.1.1.1.
Content standard (code)	B6.1.9.1. . B6.2.7.1. B6.3.5.1. B6.4.11.1 . B6.5.4.1. B6.6.1.1.
Performance Indicator	A. Learners can create and present simple instructions or a manual on how to play a game B. Learners can note and recall main ideas in sequence C. Learners can use appropriate subject-verb agreement (indefinite pronouns, Singular/plural and Collective nouns D. Learners can write freely about topics of choice on national issues and issues from different learning areas E. Learners can differentiate between how the simple past and the present perfect tense forms are used in speech and in writing F. Learners can 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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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Give sample instructions on how to play a game. • Put learners into convenient groups to study and discuss the instructions. • Have each group choose a game and create instructions on how to play it. • Have learners present their work to the class for feedback. • Learners role-play. Assessment: let learners create and present simple instructions or a manual on how to play a game	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 • Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R. SQ3R strategy Have learners: S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features. Q – Question – generate questions about the content of the text. 3R Read – read for more information. Recite – retrieve information from text. Review – go over the main ideas in the text to consolidate understanding	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners recall main ideas in sequence	
Wednesday	Engage learners to sing songs and recite familiar rhymes	C.GRAMMAR • Revise subject-verb agreement concept learners have learnt in B4 and B5 by writing examples of sentences on the board and discussing them with learners. • Have groups of learners discuss and exemplify the following: − A singular subject goes with a singular verb. − A plural subject goes with a plural verb. − A collective subject goes with singular or plural verb. • Present a text. Put the class into groups to identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects. Each group presents its work. • Conduct suitable drills for learners to have practice. Learners sit in groups to converse on a topic. E.g. "What the people in my family do daily". Assessment: let learners identify sentences showing subject –verb agreement involving Indefinite pronouns as subjects a text text	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 • Have learners select a topic of their choice on national issues and issues from different learning areas. • Guide learners to brainstorm and generate ideas. • Have learners organise their ideas to write their first draft. • They revise their first draft. • Learners then, peer edit their work. • Have them present their work for class discussion and correction. • They then write the final draft and display their work for their peers to read. Assessment: let learners select a topic of their choice on national issues and write about it	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Revise the simple present and present perfect tenses by using examples and situations. • Distribute copies of a sample story and let them identify the simple past verbs, how they are used in	What have we learnt today? Ask learners to summarize the main points in the lesson

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		sentences and identify modals used. Use this as a guide to let learners write a story using the simple past. • Learners in pairs write their own stories making sure they use both tense forms. • Prepare a grid containing all that could be needed to guide the pairs to do their own editing paying attention to the correct use both tense. Assessment: let learners write a story using the the simple past and the present perfect tense	
Friday	Guide learners to choose and read books during the library period	<u>E.EXTENSIVE READING</u> • 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 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	Have learners to tell what they read to the whole class

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Number Operations	
Indicator (code)	B6.1.2.2.1.		
Content standard (code)	B6.1.2.2.1		
Performance Indicator	Learners can multiply multi digit numbers by 2 or 3-digit numbers efficiently		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Multiplication of whole numbers using the “expand and box” method (partial decomposition method). Lead learners to multiply a 3-digit number by a 1-digit number as shown below, for example 448 ×2=?	Review the lesson with Learners

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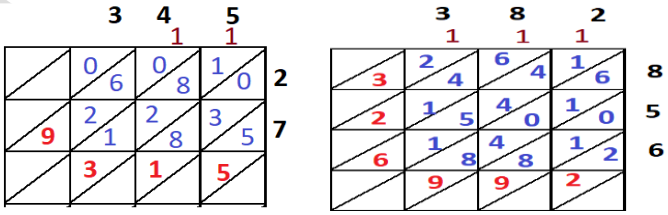
	I'm counting one, what is one	<table><tr><td>×</td><td>400</td><td>40</td><td>8</td></tr><tr><td>2</td><td>800</td><td>80</td><td>16</td></tr></table> 448×2=(400×2)+(40×2)+(8×2)=800+80+16=800+80+(10+6)=800+90+6=896 Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one .	Multiplication of whole numbers using the Column or vertical method; i.e. 25×32 25 ×32 50 +750 800 25 × 30 = 750 and 25 × 2 = 50 = 800 Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Multiplication of whole numbers using the Distributive property; i.e. 25×32 25 x (32) = 25(30 + 2) = 25(30) + 25(2) = 750 + 50 = **800** Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 3 lattice for solving 345 × 27; and 3 by 3 and 3 by 3 lattice for solving 382 × 856.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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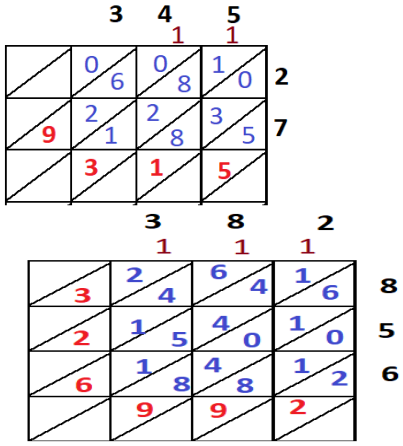
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Multiplication of whole numbers using the lattice method. Have learners draw a 2 by 3 lattice for solving 345 × 27; and 3 by 3 and 3 by 3 lattice for solving 382 × 856.  Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : FORCES AND ENERGY		**Sub-strand :** SOURCES AND FORMS OF ENERGY	
Indicator (code)	B6.4.1.1.1		
Content standard (code)	B6.4.1.1.		
Performance Indicator	Learners can compare renewable and non-renewable sources of energy		
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: 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	• Begin by asking the following questions: (1) what is energy? (2) Where does energy come from? (answers to this question may include the sun, batteries, food, firewood and hydroelectric power and thermal plants) • Show pictures and videos of different sources of energy such as the sun, batteries, food and water.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		• Learners work in groups to identify sources of energy and sort them into sources that are not depleted when used (solar, wind and hydro sources) and those that are depleted after use (firewood, batteries, food, gasoline, diesel, kerosene, etc.). • Learners present their responses on flashcards for a general discussion in class. Assessment: let learners identify sources of energy and sort them into sources that are not depleted when used and those that are depleted after use	
Thursday	Engage learners to sing songs and recite familiar rhymes	Assist learners to build their vocabulary by introducing and explaining the terms, “renewable” and “non-renewable” sources of energy and give examples of such sources Assessment: let learners compare renewable and non-renewable sources of energy	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were some of	Show and discuss a documentary on the independence eve rally by the CPP. Assessment: let learners describe the independence eve rally by the CPP	What have we learnt today? Ask learners to summarize the main points in the lesson

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	the leaders referred to as the 'Big Six'?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were some of the leaders referred to as the 'Big Six'?	Show and discuss a documentary on the independence eve rally by the CPP. Assessment: let learners narrate the independence eve rally by the CPP	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1.		
Content standard (code)	B6.2.3.1.		
Performance Indicator	Learners can Identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Assessment: Let learners identify the political regions on a sketch map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. “From Senegal to Gambia…Benin to Nigeria”. Assessment: Let learners compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.8:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can catch a flying ball above the head, below the waist, and away from the body while jogging and running		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		

DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body	Learners bounce ball on floor with their dominant hands and catch with two hands at the waist level. Toss ball in the air with the dominant hand and catch with two hands overhead. Learners in pairs practice varied forms of throwing (above the head, below the waist) whiles jogging or running to catch. Learners progress at their own pace based on their capabilities.	What have we learnt today? Use answers to summarise the lesson.

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	for maximal performance and to prevent injuries	Learners play mini handball or basketball based on the materials used in practicing the skill. Learners cool down to end the lesson.	

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SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.1:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on how festivals are celebrated and read their essays to the class. Assessment: let learners write essays on how festivals are celebrated	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Internet and social media		**Sub-strand :** using online forms	
Indicator (code)	B6.6.5.1.1. B6.6.5.1.2.		
Content standard (code)	B6.6.5.1. B6.6.5.1.		
Performance Indicator	Learners can demonstrate the types and uses of form elements Learners can demonstrate the filing of forms offline		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Explore the uses of check boxes, radio buttons, textboxes etc. Guide learners to open and save a page. Lead them to fill the forms offline Assessment: Let learners demonstrate the filing of forms offline	What have we learnt today? Ask learners to summarize the main points in the lesson

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SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts Performing Arts		**Sub-strand :** Displaying and Sharing Appreciating and Appraising	
Indicator (code)	B6 1.3.5.1	B6 2.4.7.2	
Content standard (code)	B6 1.3.5.	B6 2.4.7.	
Performance Indicator	• Learners can exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studied • Learners can analyse and appreciate/appraise own or others' music, dance and drama compositions and performances and present reports/feedback on works that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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	Learners are to: decide on the types and number of artworks (2-dimensional and 3-dimansional) to exhibit and mount	What have we learnt today?

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	and recite familiar rhymes	them based on the space available to suit the theme for the exhibition (e.g. artworks that reflect the medium and style of international artists studied); display artworks by hanging, draping, placing, spreading, leaning, using plinths to raise or add height and depth to some exhibits; label the works using manual (calligraphy writing) or ICT (computer prints): name of artist, title of work, size of work, date of production; assign tasks and responsibilities to themselves (individually or in groups) and ensure they are carried out successfully (e.g. leading visitors through the exhibition space, explaining the concepts/title of the artworks and the theme for the exhibition, writing of comments and signing of visitors' books). NOTE check/monitor visitors from improper practices e.g. touching, lifting, handling and/or taking away some of the exhibits; organise opening and closing ceremonies for the exhibition. Assessment: let learners exhibit own visual artworks to share creative experiences based on ideas, knowledge and understanding of the medium and style of some international artists studied	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: display (photographs/video) of selected performances (own or that of others) that reflect the physical and social environments of some communities in the world; talk about the performances dispassionately using agreed guidelines; use the outcome of the appreciation/appraisal to modify the product or to produce similar or another composition and performance; record/document the activity and share using an accepted social media by the class/group (e.g. Facebook, Twitter, Instagram, WhatsApp).	What have we learnt today? Ask learners to summarize the main points in the lesson

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		Assessment: let learners write a report on appreciating/appraising own or others' music, dance and drama compositions and performances and present reports/feedback on works that reflect the physical and social environments of some communities in the world	

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SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Writing Conventions / Usage		**Sub-strand :** Integrating Grammar in Written Language (Punctuation) Integrating Grammar in Written Language (Use of action words)	
Indicator (code)	B6.5.2.1.2 B6.5.2.1.3 B6.5.3.1.1		
Content standard (code)	B6.5.2.1. B6.5.2.1. B6.5.3.1.		
Performance Indicator	• Learners should use punctuation marks appropriately in writing essays • Learners should use punctuation marks appropriately in writing reports. • Learners should recognise and use perfect tense action words in sentences.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite	• Revise punctuation marks with learners. • Give a topic for learners to write a short essay on. • Take learners' essays and discuss the punctuation used in them.	What have we learnt today?

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	familiar rhymes	• Give another essay topic for learners to write and discuss among themselves the punctuations used. Assessment: let learners use punctuation marks appropriately in writing essays	Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Write well punctuated on flashcards. • Use the flashcards to help learners write their own reports. • Give a topic for learners to write a report on and check the use of their punctuations. • Give a report with no punctuation, ask learners to put in the punctuations marks and discuss them. Assessment: let learners use punctuation marks appropriately in writing reports.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Write the sentences on the board and discuss the perfect tense with learners. • Allow a learner to give an action word (verb) and another learner to use it to form a sentence with the verb in the perfect tense. • Talk about the perfect tense and give examples on the board. • Write some sentences and allow learners to identify the perfect action words in the sentences. • Allow the learners to use the verbs to form sentences orally. • Tell the learners to put the verbs in the perfect tense Assessment: let learners use perfect tense action words in sentences.	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 11

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand :	**Sub-strand :**
A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Action Words **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.10.1.1. B6.2.7.1.3. B6.3.5.1.3 B6.4.12.1.1. B6.5.4.1.2 B6.6.1.1.1.
Content standard (code)	B6.1.10.1 . B6.2.7.1 . B6.3.5.1. B6.4.12.1. B6.5.4.1. B6.6.1.1.
Performance Indicator	A. Learners can demonstrate awareness of the features of spoken language e.g. the use of modal expressions to convey tentativeness e.g. probably, not too sure etc. B. Learners can scan/skim for details C. Learners can use different forms of verbs: Irregular, Infinitive to talk about personal activities D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can explore the use of the simple past verb form and participle form

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		F. Learners can 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	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi. • Let learners identify these features in their readers, story books, etc. • Let them engage in pairs and group dialogue on given topics. Assessment: let learners use modal expressions to convey tentativeness e.g. probably, not too sure etc. in conversation	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 texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion. Assessment: let learners scan/skim for details from a text	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 E.g.: I asked my friend to read the story Assessment: let learners use different forms of verbs: Irregular, Infinitive to talk about personal activities	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	D.WRITING • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners • Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: − Descriptive (adjectives) words. − Figurative language e.g. simile – metaphor, personification, sound devices Note: Sensory details are experiences through the senses: sight, smell, touch, taste. − Sensory details (Allow a reader to visualize a person, a place, a thing or an idea). Assessment: let learners use descriptive words/sound devices/ figurative language to describe events	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Let learners write a story. E.g. about what happened after school on Monday. • Discuss the essay topic with learners and use the webbing strategy to help them write on the chosen topic. Learners write individually. • Learners exchange their work for editing as teacher guides by focusing on the past verb form and participle form. • Assist those whose essays are only in the simple past to write some in the past participle tense. • Learners rewrite their essays incorporating the corrections Assessment: let learners write a story. E.g. about what happened after school on Monday, using the simple past verb form and participle form	What have we learnt today? Ask learners to summarize the main points in the lesson
Friday	Guide learners to choose and	<u>E.EXTENSIVE READING</u>	Have learners to tell what they read to the whole class

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	read books during 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 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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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Number Operations	
Indicator (code)	B6.1.2.3.1 B6.1.2.4.1		
Content standard (code)	B6.1.2.3. B6.1.2.4.		
Performance Indicator	• Learners can determine basic division fact up to 81 • Learners can divide 3-digit numbers by 1-digit number efficiently		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Investigate numbers that are multiples of 6, 8, 9 and 11. How do you know a number is divisible by 6, 8, 9 and 11? (This is also known as the divisibility test).	Review the lesson with Learners

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	I'm counting one, what is one	Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Investigate numbers that are multiples of 6, 8, 9 and 11. How do you know a number is divisible by 6, 8, 9 and 11? (This is also known as the divisibility test). Draw a 6 by 6 multiplication chart and use it as a game board to play the 3-in-a-line game with a pair of dice or playing cards. Players take turns in throwing a one dice and mark (or cover) a number that can be divided by the results (i.e. a quotient). The winner is the one who obtains three numbers in a line Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like:	Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until	Review the lesson with Learners

	5	6	7	8	9	10
5	10	15	20	25	30	35
6	12	18	24	30	36	42
7	14	21	28	35	42	49
8	16	24	32	40	48	56
9	18	27	36	45	54	63
10	20	30	40	50	60	70

	5	6	7	8	9	10
5	10	15	20	25	30	35
6	12	18	24	30	36	42
7	14	21	28	35	42	49
8	16	24	32	40	48	56
9	18	27	36	45	54	63
10	20	30	40	50	60	70

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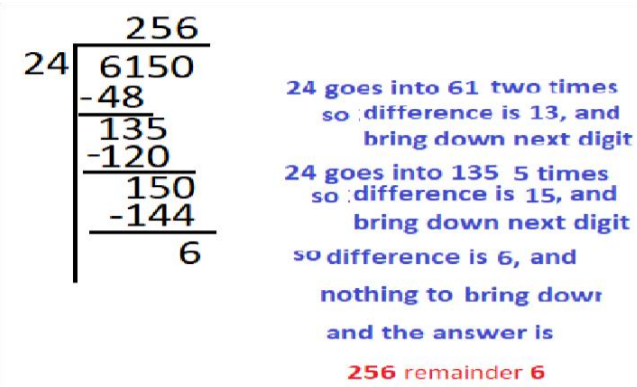
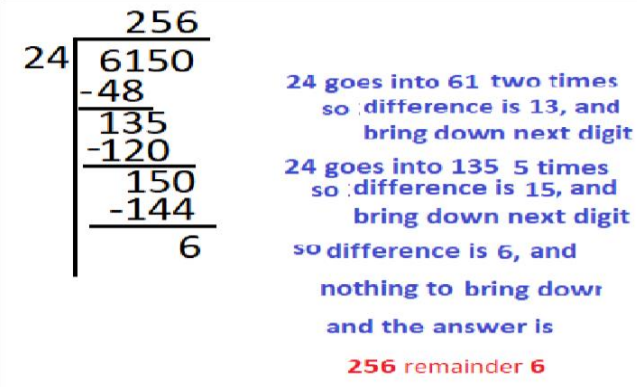
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	there is none left and then determining the number of times the divisor is taken from the dividend.  Assessment: have learners to practice with more examples	
Thursday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend.  Assessment: have learners to practice with more examples	Review the lesson with Learners
Friday	Sing songs like: I'm counting	Division as repeated subtraction (using the long division method). Explain division as a way of repeatedly subtracting a divisor number from a given dividend until there is none left and then determining the number of times the divisor is taken from the dividend.	Review the lesson with Learners

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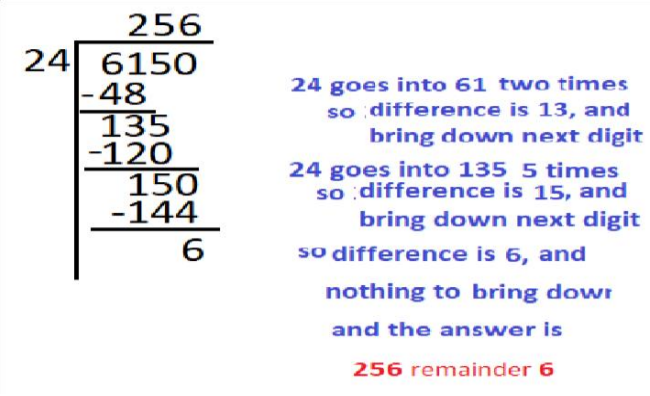
	one, what is one 1 - One is one alone, alone it shall be.	 Assessment: have learners to practice with more examples	

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : FORCES AND ENERGY		**Sub-strand :** ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.1.1		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can construct an electric circuit and know the functions of its components		
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: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	• Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic components are the battery (dry cell), bulb, connecting wire, switch/key, etc. • Learners mention the roles of the components of the electric circuit. • Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention the roles of the components of the electric circuit	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners draw the circuits they have constructed Assessment: let learners construct an electric circuit	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recount an Independence Day celebration in their community Assessment: let learners narrate an Independence Day celebration in their community	What have we learnt today? Ask learners to summarize the main points in the lesson

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	Why were some of the leaders referred to as the 'Big Six'?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were some of the leaders referred to as the 'Big Six'?	Learners recount an Independence Day celebration in their community Assessment: let learners narrate an Independence Day celebration in their community	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1.		
Content standard (code)	B6.2.3.1.		
Performance Indicator	Learners can Identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Assessment: Let learners identify the political regions on a sketch map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. “From Senegal to Gambia…Benin to Nigeria”. Assessment: Let learners compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.9:		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can kick a ball, dropped from the hands, at a target (goalies' punting in football).		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange about five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Let the learner in front with the ball dribble through the cones and after the last cone kicks it to the partner standing in front of the other group. Arrange more cones and guide learners to practice with corrective feedback	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.1:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on how festivals are celebrated and read their essays to the class. Assessment: let learners write essays on how festivals are celebrated	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Internet and social media		**Sub-strand :** CUSTOMIZING YOUR BROWSER	
Indicator (code)	B6.6.6.1.1. B6.6.6.1.2.		
Content standard (code)	B6.6.6.1. B6.6.6.1.		
Performance Indicator	• Learners can identify reasons for customising a web browser • Learners can illustrate how to set themes.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Discuss the reasons needed for customising an item (i) to gain access to quick commands or information (ii) for side by side browsing (iii) for beautifications Explore on customisation , locate the more settings , Under appearance Assessment: Let learners explain how to set themes	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts Performing Arts		**Sub-strand :** Appreciating and Appraising	
Indicator (code)	B6 1.4.6.2 B6 2.4.6.2		
Content standard (code)	B6 1.4.6. B6 2.4.6.		
Performance Indicator	• Learners can develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world • Learners can develop guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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: □ discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below; □ identify the correct vocabulary to use for appreciating and appraising artworks;	What have we learnt today? Ask learners to summarize the main points in the lesson

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		▯ agree on what to use the appraisal report for and how to share it; ▯ agree on the approach/method (manual/digital) to use in recording/documenting ▯ the appraisal process; ▯ fix a day/date for the appreciation/appraisal/jury. Suggested Guidelines ▯ Description of the work: The 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. ▯ 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 write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world	
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ▯ discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below; ▯ identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.; ▯ agree on what to use the appraisal report for and how to share it; ▯ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; ▯ fix a day/date for the appreciation/appraisal/jury. Suggested guidelines ▯ Music: Theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music	What have we learnt today? Ask learners to summarize the main points in the lesson

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		▯ 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 write guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Extensive Reading		**Sub-strand :** Building the Love and Culture of Reading in Learners	
Indicator (code)	B6.6.1.1.1 B6.6.1.1.2		
Content standard (code)	B6.6.1.1. B6.6.1.1.		
Performance Indicator	• Learners should recognise topics for magazine. • Learners should recognise features of articles for a class magazine.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)			
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Discuss the article read from the magazine • Help learners to recognise topics for magazines. • Discuss the topic with the learners. Assessment: let learners write topics for magazine	What have we learnt today? Review the lesson with learners

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	Engage leaners to sing songs and recite familiar rhymes	• Give a magazine to learners to look at it and talk about the magazine • Discuss the features of an article in the magazine with the class. • Let learners see samples of articles and recognise features of articles for a class magazine. Assessment: let learners write features of articles for a class magazine.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Give a magazine to learners to look at it and talk about the magazine • Discuss the features of an article in the magazine with the class. • Let learners see samples of articles and recognise features of articles for a class magazine. Assessment: let learners write features of articles for a class magazine.	What have we learnt today? Review the lesson with learners

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TERM ONE
BASIC SIX
WEEK 12

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……: LESSON PLAN

SUBJECT: ENGLISH LANGUAGE CLASS: SIX

Week Ending:	**Class size:**
Day :	**Date :**
Period :	**Lesson :**

Strand : A. Oral Language B. Reading C. Grammar Usage At Word D. Writing E. Using Writing Conventions F. Extensive Reading	**Sub-strand :** A. Presentation B. Comprehension C. Verbs D. Descriptive Writing E. Using Action Words **F.** Building the Love and Culture of Reading

Indicator (code)	B6.1.10.1.2 B6.2.7.1.3 B6.3.5.1.3. B6.4.12.1.1 B6.5.4.1.2 B6.6.1.1.1.
Content standard (code)	B6.1.10.1. B6.2.7.1. B6.3.5.1. B6.4.12.1. B6.5.4.1. B6.6.1.1.
Performance Indicator	A. Learners can demonstrate awareness of the differences between spoken and written forms of language (simplicity/complexity of sentence structures, formal/informal) B. Learners can scan/skim for details C. Learners can use different forms of verbs: Irregular, Infinitive to talk about personal activities D. Learners can use descriptive words/sound devices/ figurative language to describe events/situations/places/personal experiences and events. E. Learners can explore the use of the simple past verb form and participle form F. Learners can 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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Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Ref:	English Language curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE • Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language: "I can't " vs "I cannot". • Create situations for learners to practise both formal and informal forms. Assessment: let learners use formal and informal forms to talk about personal activities	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 texts to guide learners to grasp the main ideas as they skim/scan in 3-4 minutes and have them present their points for class discussion. Assessment: let learners scan/skim for details in a text	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 E.g.: I asked my friend to read the story Assessment: let learners use different forms of verbs: Irregular, Infinitive to talk about personal activities	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite	D.WRITING • Briefly revise the writing process by having learners name the stages and say what happens at each stage. • Revise descriptive writing with learners	What have we learnt today?

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	familiar rhymes	• Have learners select a topic e.g. "A Day I will never forget". • Provide a sample text. Guide learners to identify the descriptive words and expressions: • Discuss the descriptive words and expressions with learners. • Put learners into groups and guide them through the writing process to describe events/situations/places of their choice and personal experiences. Focus on the use of: − Descriptive (adjectives) words. − Figurative language e.g. simile – metaphor, personification, sound devices Note: Sensory details are experiences through the senses: sight, smell, touch, taste. − Sensory details (Allow a reader to visualize a person, a place, a thing or an idea). Assessment: let learners use descriptive words/sound devices/ figurative language to describe events	Ask learners to summarize the main points in the lesson
Friday	Engage learners to sing songs and recite familiar rhymes	E.WRITING CONVENTION AND GRAMMAR USAGE • Let learners write a story. E.g. about what happened after school on Monday. • Assist those whose essays are only in the simple past to write some in the past participle tense. Have learners write on another topic individually using the simple past verb form as well as the past participle form. Assessment: let learners write a story. E.g. about what happened after school on Monday, using the simple past verb form and participle form	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> • 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.	Have learners to tell what they read to the whole class

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		• 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	

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……: LESSON PLAN

SUBJECT: MATHEMATICS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Number		**Sub-strand :** Number Operations	
Indicator (code)	B6.1.2.5.1		
Content standard (code)	B6.1.2.5.		
Performance Indicator	Learners can solve multi step word problems involving the four basic operations		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Counters		
Ref:	Mathematics curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Sing songs like:	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Review the lesson with Learners

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	I'm counting one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm counting one, what is one	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt Assessment: have learners to practice with more examples	Review the lesson with Learners
Wednesday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve Assessment: have learners to practice with more examples	Review the lesson with Learners
Thursday	Sing songs like: I'm counting one, what is one	Learners role play a given word problem involving subtraction and division and solve 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.	Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt. The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stressed. Assessment: have learners to practice with more examples	Review the lesson with Learners

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……: LESSON PLAN

SUBJECT: SCIENCE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : FORCES AND ENERGY		**Sub-strand :** ELECTRICITY AND ELECTRONICS	
Indicator (code)	B6.4.2.1.1		
Content standard (code)	B6.4.2.1.		
Performance Indicator	Learners can construct an electric circuit and know the functions of its components		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:			
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	• Engage learners to discuss the basic components of an electric circuit (use video demonstrations where available). • Note that the basic components are the battery (dry cell), bulb, connecting wire, switch/key, etc. • Learners mention the roles of the components of the electric circuit. • Learners, in groups, provide them with the electrical components and assist them to construct a functional simple electric circuit.	What have we learnt today? Ask learners to summarize the important points of the lesson

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		Assessment: let learners mention the roles of the components of the electric circuit	
Thursday	Engage learners to sing songs and recite familiar rhymes	• Learners draw the circuits they have constructed Assessment: let learners construct an electric circuit	What have we learnt today? Ask learners to summarize the important points of the lesson

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……: LESSON PLAN

SUBJECT: HISTORY CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Journey to Independence		**Sub-strand :** Formation of Political Parties	
Indicator (code)	B6.5.2.1.1		
Content standard (code)	B6.5.2.1.		
Performance Indicator	Learners can describe the role played by the leaders of the two major political parties (UGCC and CPP) in the independence struggle in the Gold Coast after the Second World War.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	History curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were some of	Enact the declaration of independence by Kwame Nkrumah. Assessment: let learners narrate the declaration of independence by Kwame Nkrumah	What have we learnt today? Ask learners to summarize the main points in the lesson

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	the leaders referred to as the 'Big Six'?		
Thursday	Engage learners to sing songs and recite familiar rhymes Why were some of the leaders referred to as the 'Big Six'?	Enact the declaration of independence by Kwame Nkrumah. Assessment: let learners narrate the declaration of independence by Kwame Nkrumah	What have we learnt today? Ask learners to summarize the main points in the lesson

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

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……: LESSON PLAN

SUBJECT: OUR WORLD OUR PEOPLE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : ALL AROUND US		**Sub-strand :** Map Making and Land Marks	
Indicator (code)	B6.2.3.1.1.		
Content standard (code)	B6.2.3.1.		
Performance Indicator	Learners can Identify the political regions on a sketch map of Ghana		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Our World Our People curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about the political regions of Ghana e.g. the sixteen regions, their names and capitals. Learners show the locations of the political regions on a sketch map of Ghana. Assessment: Let learners identify the political regions on a sketch map of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	Observe a map of Africa and write out the countries, which border Ghana to the North, East and West. Compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa. “From Senegal to Gambia…Benin to Nigeria”. Assessment: Let learners compose a song that locates the position of Ghana in relation to other countries along the Coast of West Africa	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: PHYSICAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : MOTOR SKILLS AND MOVEMENT PATTERNS		**Sub-strand :** MANIPULATIVE SKILLS	
Indicator (code)	B6.1.2.1.10		
Content standard (code)	B6.1.2.1.		
Performance Indicator	Learners can dribble and pass a ball to a partner while being guarded.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	cones		
Ref:	PE curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal	Arrange five cones with partners standing at the opposite sides about 5m away from the cones facing each other. Learners dribble through the cones freely. Learners dribble while being prevented/guarded by their peers in pairs and in a group. Learners practice based on their capabilities and progress at their own pace. Learners' practice dribbling in handball, football/basketball based on facilities and material available	What have we learnt today? Use answers to summarise the lesson.

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	performance and to prevent injuries		

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……: LESSON PLAN

SUBJECT: RELIGIOUS AND MORAL EDUCATION CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Religious Practices and their Moral Implications		**Sub-strand :** Festivals in the Three Major Religions	
Indicator (code)	B6.2.2.1.1:		
Content standard (code)	B6.2.2.1.		
Performance Indicator	Learners can gather and record data on religious festivals.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	RME curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	Let learners write essays on how festivals are celebrated and read their essays to the class. Assessment: let learners write essays on how festivals are celebrated	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: COMPUTING CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Internet and social media		**Sub-strand : electronic email**	
Indicator (code)	B6.7.7.1.1		
Content standard (code)	B6.6.7.1.		
Performance Indicator	Learners can show how to create and access e-mail messages.		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Laptop		
Ref:	Computing curriculum Page		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to receive email Assessment: Let learners describe how to create and access e-mail messages.	What have we learnt today? Ask learners to summarize the main points in the lesson

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……: LESSON PLAN

SUBJECT: CREATIVE ARTS CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Visual Arts Performing Arts		**Sub-strand :** Appreciating and Appraising	
Indicator (code)	B6 1.4.6.2 B6 2.4.6.2		
Content standard (code)	B6 1.4.6. B6 2.4.6.		
Performance Indicator	• Learners can Develop guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world • Learners can Develop guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Pictures		
Ref:	Creative 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	Learners are to: discuss and accept a guide for appreciating and appraising own and/or others' visual artworks based on the guidelines suggested below;	What have we learnt today?

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	familiar rhymes	identify the correct vocabulary to use for appreciating and appraising artworks; agree on what to use the appraisal report for and how to share it; agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; fix a day/date for the appreciation/appraisal/jury. Suggested Guidelines Description of the work: The 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. 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 write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social environments of some communities in the world	Ask learners to summarize the main points in the lesson
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below; identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.; agree on what to use the appraisal report for and how to share it; agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process; fix a day/date for the appreciation/appraisal/jury. Suggested guidelines	What have we learnt today? Ask learners to summarize the main points in the lesson

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		▯ 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 write guidelines for appreciating and appraising own and others' compositions and performances that reflect the physical and social environments of some communities in the world	

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……: LESSON PLAN

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:		**Class size:**	
Day :		**Date :**	
Period :		**Lesson :**	
Strand : Extensive Reading		**Sub-strand :** Building the Love and Culture of Reading in Learners	
Indicator (code)	B6.6.1.1.3 B6.6.1.1.4		
Content standard (code)	B6.6.1.1. B6.6.1.1.		
Performance Indicator	• Learners should write articles for class magazine • Learners should publish the articles in the magazines		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
Keywords			
T. L .R. (s)	Manila cards, markers, recorded audios visual		
Ref:	Ghanaian Language curriculum		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	• Discuss a topic for an article with learners. • Encourage learners to write the article in their class magazine Assessment: let learners write articles for class magazine	What have we learnt today? Review the lesson with learners

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	Engage leaners to sing songs and recite familiar rhymes	• Let learners read some of the articles in class. • Assist learners to publish the article in the class magazine. Assessment: let learners publish articles in the class magazine.	What have we learnt today? Review the lesson with learners
	Engage leaners to sing songs and recite familiar rhymes	• Let learners read some of the articles in class. • Assist learners to publish the article in the class magazine. Assessment: let learners publish articles in the class magazine.	What have we learnt today? Review the lesson with learners

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