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

WHATSAPP 0245350591

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

# **GENERAL INFORMATION**

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

# **YEARLY SCHEME OF LEARNING**

### ENGLISH LANGUAGE

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

	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
5	Dramatisation and Role 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	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
6	Dramatisation and Role	Conversation	Listening Comprehension
	Play		
	Vocabulary	Vocabulary	Comprehension
	Pronouns	Adverbs	Prepositions
	Writing as a Process	Writing as a Process	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adjectives	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
7	Conversation	Listening Comprehension	Listening Comprehension
	Vocabulary	Comprehension	Silent Reading
	Adjectives	Idiomatic Expressions	Adjective Phrases
	Narrative Writing	Narrative Writing	Argumentative/Persuasive Writing
	Using Naming	Using Qualifying Words-	Using Simple, Compound and
	Words/Nouns	Adverbs	Compound Sentences
	Building the Love and	Building the Love and Culture of	Building the Love and Culture of
	Culture of Reading	Reading	Reading
8	Listening Comprehension	Asking and Answering	Presentation
		Questions	

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

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

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### COMPUTING

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

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8	Network Overview	SURFING THE WORLD WIDE	SURFING THE WORLD WIDE			
		WEB	WEB			
	Web browsers and Web Pages					
		FAVOURITE PLACES AND	FAVOURITE PLACES AND			
		SEARCH ENGINE	SEARCH ENGINE			
			USING ONLINE FORMS			
			CUSTOMIZING YOUR BROWSER			
9	Surfing the world wide web	USING ONLINE FORMS	ELECTRONIC EMAIL			
	Favourite places and Search		)			
	engine					
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)	HEALTH AND SAFETY IN USING			
		DIGITAL LITERACY	ICT TOOLS			
		INTERNET ETIQUETTE				
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### SCIENCE

TERM 1 (SUB STRANDS)	TERM 2 (SUB STRANDS)	TERM 3 (SUB STRANDS)
LIVING AND NON-LIVING	MATERIALS	MATERIALS
THINGS		
LIVING AND NON-LIVING	MATERIALS	MATERIALS
THINGS		
MATERIALS	EARTH SCIENCE	EARTH SCIENCE
EARTH SCIENCE	EARTH SCIENCE	ELECTRICITY AND ELECTRONICS
EARTH SCIENCE	LIFE CYCLES OF ORGANISMS	FORCES AND MOVEMENT
LIFE CYCLES OF ORGANISMS	SOURCES AND FORMS OF	PERSONAL HYGIENE AND
	ENERGY	SANITATION
THE HUMAN BODY SYSTEMS	ELECTRICITY AND ELECTRONICS	DISEASES
THE SOLAR SYSTEM	ELECTRICITY AND ELECTRONICS	DISEASES
ECOSYSTEM	FORCES AND MOVEMENT	SCIENCE AND INDUSTRY
SOURCES AND FORMS OF	FORCES AND MOVEMENT	CLIMATE CHANGE
ENERGY		
ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
ELECTRONICS	SANITATION	
ELECTRICITY AND	PERSONAL HYGIENE AND	CLIMATE CHANGE
ELECTRONICS	SANITATION	
	LIVING AND NON-LIVING THINGS LIVING AND NON-LIVING THINGS MATERIALS EARTH SCIENCE EARTH SCIENCE LIFE CYCLES OF ORGANISMS THE HUMAN BODY SYSTEMS THE SOLAR SYSTEM ECOSYSTEM SOURCES AND FORMS OF ENERGY ELECTRICITY AND ELECTRONICS ELECTRICITY AND	LIVING AND NON-LIVINGMATERIALSTHINGSMATERIALSLIVING AND NON-LIVINGMATERIALSTHINGSEARTH SCIENCEMATERIALSEARTH SCIENCEEARTH SCIENCEEARTH SCIENCEEARTH SCIENCELIFE CYCLES OF ORGANISMSLIFE CYCLES OF ORGANISMSSOURCES AND FORMS OF ENERGYTHE HUMAN BODY SYSTEMSELECTRICITY AND ELECTRONICSTHE SOLAR SYSTEMELECTRICITY AND ELECTRONICSECOSYSTEMFORCES AND MOVEMENTSOURCES AND FORMS OF ENERGYFORCES AND MOVEMENTELECTRICITY ANDPERSONAL HYGIENE ANDELECTRONICSSANITATIONELECTRICITY ANDPERSONAL HYGIENE AND

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### OWOP

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

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### MATHS

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

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### RME

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

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

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

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

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### GHANAIAN LANGUAGE

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

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

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### PHYSICAL EDUCATION

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

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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
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	sentence cards, class library
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1	B6.6.1.1.1.	
2	Oral Language	Songs	B6.1.1.1.	B6.1.1.1.1	Word cards
	Reading	Phonics	B6.2.2.1.	B6.2.2.1.1	sentence cards,
	Grammar Usage At Word	Nouns	B6.3.1.1.	B6.3.1.1.1	class library
	Writing	Penmanship and Handwriting	B6.4.2.1.	B6.4.2.1.1	
	Using Writing Conventions	Using Capitalisation	B6.5.1.1	B6.5.1.1.1.	
	Extensive Reading	Building the Love and Culture of Reading	B6.6.1.1.	B6.6.1.1.1.	
3	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	Word cards
	Reading	Word Families	B6.2.3.1.	B6.2.3.1.1	sentence cards,
	Grammar Usage At Word	Determiners	B6. 3.2.1	B6. 3.2.1.1.	class library
	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
	Reading	Diphthongs	B6.2.3.1	B6.2.3.1.1.	sentence cards,
	Grammar Usage At Word	Determiners	B6. 3.2.1.	B6. 3.2.1.2	class library
	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,
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.1	class library
	Grammar Usage At Word	Pronouns	B6.3.3.1.	B6.3.3.1.1	2
	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,
	Reading	Vocabulary	B6.2.6.1.	B6.2.6.1.2	class library
	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.	B6.1.7.1.1	Word cards
			B6.1.7.1.	B6.1.7.1.2	sentence cards,
	Reading	Vocabulary	B6.2.6.2.	B6.2.6.2.1	class library
	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,
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.1	class library
	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	1

	Using Writing	Using Action Words	B6.5.4.1.	B6.5.4.1.1	
	Conventions	0			
	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,
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.2	class library
	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	5
	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
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	sentence cards,
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	class library
	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
	Reading	Comprehension	B6.2.7.1.	B6.2.7.1.3	sentence cards,
	Grammar Usage At Word	Verbs	B6.3.5.1.	B6.3.5.1.3	class library
	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.	

Vetted by :.....

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(SOL) for B6 Term 1 SCIENCE

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
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
2	DIVERSITY OF MATTER	LIVING AND NON- LIVING THINGS	B6.1.1.1.	B6.1.1.1.1	pictures videos paper,
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	pictures videos paper
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
12	FORCES AND ENERGY	ELECTRICITY AND ELECTRONICS	B6.4.2.1.	B6.4.2.1.1	paper

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### (SOL) for B6 Term 1 COMPUTING

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

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

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..... Date : .....

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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(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,

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

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

WEEKS	STRAND	SUB STRAND	CONTENT	INDICATORS	RESOURCES
			STANDARD		
1	ALL ABOUT	Nature of God	B6.1.1.1 .	B6.1.1.1 .1	Pictures, Charts,
	US				Video Clip
2	ALL AROUND	Myself	B6.1.2.1	B6.1.2.1. 1.	Pictures, Charts,
	US				Video Clip
3	ALL AROUND	Myself	B6.1.2.1.	B6.1.2.1. 2	Pictures, Charts,
	US				Video Clip
4	ALL AROUND	My Family and the	B6.1.3.1	B6.1.3.1.1.	Pictures, Charts,
	US	Community			Video Clip
5	ALL AROUND	Home and School	B6.1.4.1.	B6.1.4.1.1	Pictures, Charts,
	US				Video Clip
6	ALL AROUND	The Environment and the	B6.2.1.1	B6.2.1.1.1.	Pictures, Charts,
	US	Weather			Video Clip
7	ALL AROUND	Plants and Animals	B6.2.2.1.	B6.2.2.1.1	Pictures, Charts,
	US				Video Clip
8	ALL AROUND	Map Making and Land	B6.2.3.1	B6.2.3.1.1.	Pictures, Charts,
	US	Marks			Video Clip
9	ALL AROUND	Map Making and Land	B6.2.3.1	B6.2.3.1.1.	Pictures, Charts,
	US	Marks			Video Clip
10	ALL AROUND	Map Making and Land	B6.2.3.1	B6.2.3.1.1.	Pictures, Charts,
	US	Marks			Video Clip
11	ALL AROUND	Map Making and Land	B6.2.3.1.	B6.2.3.1.1.	Pictures, Charts,
	US	Marks			Video Clip
12	ALL AROUND	Map Making and Land	B6.2.3.1	B6.2.3.1.1.	Pictures, Charts,
	US	Marks			Video Clip

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(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-

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

### Scheme of Learning for B6 Term 1

(Ghanaian Language)

Week	STRAND	SUB-STRAND	CONTENT STANDARD	INDICATORS	RESOURCES
1	Oral Language	SONGS	B6.1.1.1. B6.1.1.1.	B6.1.1.1.1 B6.1.1.1.2	Drums, drum sticks,
		Poems			recorded audios,
					Manila cards,
					recorded audio
2.	Oral Language	Poems	B6.1.3.1.	B6.1.3.1.1	visuals
		Listening and Story Telling	B6.1.4.1.	B6.1.4.1.1	
			B6.1.4.1.	B6.1.4.1.2	
		Dramatisation and Role Play			
			B6.1.5.1.	B6.1.5.1.1	
			B6.1.5.1.	B6.1.5.1.2	
3.	Reading	Phonics: Letter Sound	B6.2.4.1.	B6.2.4.1.1	Pictures of
		Knowledge	B6.2.4.1.	B6.2.4.1.2	animals, Manila
			B6.2.4.1.	B6.2.4.1.3	cards, markers,
					recorded
					audiovisual
4.	Reading	vocabulary (Sight and content	B6.2.5.1	B6.2.5.1.1.	Manila cards,
		vocabulary)	B6.2.5.1.	B6.2.5.1.2	markers, recorded
					audio-
					visual
5.	Writing	Penmanship/Handwriting	B6.3.1.1.	B6.3.1.1.1	Manila cards,
5.	Witting	r ennansnip/nanawreing	00.3.1.1.	00.3.1.1.1	markers, recorded
		$\langle \rangle$			-
6					audio- visual
6.	Composition	Narrative Writing	B6.4.1.1.	B6.4.1.1.1	Manila Cards,
	Writing		B6.4.1.1.	B6.4.1.1.2	Class reader
7.	Composition	Creative/ Free Writing	B6.4.1.1. B6.4.2.1.	B6.4.1.1.3 B6.4.2.1.1	Manila Cards,
1.	Writing		в6.4.2.1.	B6.4.2.1.1 B6.4.2.1.2	Markers
	varienig -		B6.4.2.1.	B6.4.2.1.3	
			50.7.2.1.	50.7.2.1.3	

8.	IFI ACQUAH	Descriptive Writing	B6.4.3.1.	DC 1 2 1 1	Mord cards Marile
8.	Composition	Descriptive Writing		B6.4.3.1.1	Word cards, Manila
	Writing		B6.4.3.1.	B6.4.3.1.2	card
			B6.4.3.1.	B6.4.3.1.3	Markers Word
					cards Manila card Markers
					Markers
9.	Writing	Integrating Grammar in	B6.5.1.1.	B6.5.1.1.1	Word cards, Manila
	Convention	Written Language	B6.5.1.1.	B6.5.1.1.2	card
	s/ Usage	(Capitalization)			Markers Word
	,				Cards, Manila card,
			B6.5.2.1.	B6.5.2.1.1	
		Integrating Grammar in			
		Written Language			
		(Punctuation)			
10.	Writing	Integrating Grammar in	B6.5.2.1.	B6.5.2.1.2	Word cards, Manila
	Convention s/	Written Language			card
	Usage	(Punctuation)	B6.5.2.1.	B6.5.2.1.3	Markers Word
	Ū				
					Cards, Manila
		Integrating Grammar in			card,
			B6.5.3.1.	B6.5.3.1.1	
		Written Language (Use of			
		action words)			
11.	Extensive	Building the Love and Culture	B6.6.1.1.	B6.6.1.1.1	Reading materials
	Reading/	of Reading in Learners	B6.6.1.1.	B6.6.1.1.2	
	Children	$\langle \cdot \rangle$			
	Library				
12.	Extensive	Building the Love and Culture	B6.6.1.1.	B6.6.1.1.3	Manila Cards,
	Reading/	of Reading in Learners	B6.6.1.1.4	B6.6.1.1.4	Markers
	Children				
		1	1	1	1
	Library				
	Library				

Vetted by :....



SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size	:	
Day :		Dat	:e :		
Period :		Les	ison :	5	
Strand :	Sub-strar	nd :			
A. Reading		honics			
B. Grammar Usage a		louns			
C. Writing			enmanship and Handwriting		
D. Using Writing Con		sing Capitalisation			
E. Extensive Reading	E. B	uildir	ng the Love	e and Culture	of Reading
Indicator (code)	B6.2.2.1.1 B6.3.1.1.1	B6	5.4.2.1.1	B6.5.1.1.1.	B6.6.1.1.1.
Content standard (code)	B6.2.2.1. B6.3.1.1.	B6	5.4.2.1.	B6.5.1.1	B6.6.1.1
Performance Indicator Core Competencies: Crea Leadership Critical Thinkir	"ture" as in creature B. Learners can identify C. Learners can write v D. Learners can follow E. Learners can read ar and present a one-p each book read tivity and Innovation Commu	e and y and with a appr nd cr bage	l "tch" as ir d use nouns a legible, fl ropriate me itique a van critical con	n Stretch s or noun phr uent and per echanical con riety of age- a mmentary ba	and level appropriate books used on a set of criteria, on
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:	Phase 2: Main	Phase 3:					
	Starter (preparing the brain for	(new learning including assessment)	Plenary / Reflections					
Tuesday	learning) Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> <li>Have groups write sentences with the target words and read out the sentences to the class.</li> <li>Assessment: let learners write sentences with the target words and read out the sentences to the class.</li> </ul>	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	<ul> <li>D.WRITING</li> <li>Have learners select sentences from their readers.</li> <li>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</li> <li>Have individual learners read out the sentences.</li> <li>Let learners copy the sentences into their exercise books.</li> <li>Have pupils share their work with their partners.</li> <li>Assessment: let learners copy sentences into their exercise books in joint script</li> </ul>	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?					

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

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

SUBJECT: MATHEMATICS

Week Ending:				Class size:				
Day :			Dat	te :				
Period :				Lesson :				
Strand : Nur	nber	Sub-stra	and : (	Counting, Representatior	n, Cardinality & Ordinality			
Indicator (co	ode)	B6.1.1.1.1	$\overline{\ }$					
Content star	ndard (code)	B6.1.1.1.						
Performance	e Indicator	Learners can model num multi-base block	ber q	uantities up to 1,000,00	0 using graph sheets and			
-		tivity and Innovation Comm ng and Problem Solving.	iunica	tion and Collaboration Po	ersonal Development and			
Keywords								
T. L .R. (s)		Counters						
Ref:	Mathematio	cs curriculum Page						
DAY	Phase 1:	Phase 2: Main			Phase 3:			
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection						
Tuesday	Sing songs like:	Ask pupils to model numb using graph sheets or mult instance, with multi-base	i-bas	e materials. For	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	
Wednesda y	Sing songs like:	Ask pupils to model the number 137,000 shading graph sheet square as shown below	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone,		
	alone it shall be.	Assessment: have learners to practice with more examples	
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	Review the lesson with Learners
		Assessment: have learners to practice with more examples	

Friday	Sing songs like:	Give learners teacher-make token currency notes [¢10, ¢100 & ¢500 notes] on different coloured-paper and ask them work out how many will be required to model given amounts up to ¢1,000,000; e.g. ¢123,480	Review the lesson with Learners
	I'm counting one, what is one 1 - One is one alone, alone it shall be.	given anounts up to \$1,000,000, e.g. \$123,480	
Tuesday	Sing songs like: I'm counting	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	Review the lesson with Learners
	one, what is one	Assessment: have learners to practice with more examples	

Vetted by :....

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

SUBJECT: SCIENCE CLASS: SIX Week Ending: Class size: Day: Date : Period : Lesson : Strand : DIVERSITY OF MATTER Sub-strand : LIVING AND NON-LIVING THINGS B6.1.1.1.1 Indicator (code) **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 Phase 2: Main DAY Phase 1: Phase 3: Starter Plenary / Reflections (new learning including assessment) (preparing the brain for learning) Thursday What have we learnt Learners uproot young plants (e.g. grass, beans, Engage learners to mango, cassava and sweet potato) and bring to class. today? sing songs Ask learners to and recite • Learners are shown pictures of the root systems of summarize the familiar different plants. important points of the rhymes lesson • Learners observe and identify the similarities and differences between the roots of the various plants. • Task learners to put the plants into two main groups based on the similarities in their roots system.

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	<ul> <li>Learners give reasons for their classifications</li> </ul>	
	Assessment: let learners identify the similarities	
	between the roots of the various plants.	
	between the roots of the various plants.	

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SUBJECT: HISTORY

Week Ending:					Clas	ss size:	
Day :			Date :				
Period :			Lesson	:			
Strand : Europeans	in Ghana		Sub-str	and : Im	pact	of European Presence	
Indicator (code)		B6.3.4.1	1.1				
Content standard (	code)	B6.3.4.2	1.				
Performance Indica	tor		rs can a t to Gha		ne c	hanges that the European presence	
	: Creativity and Innova Thinking and Problem S		nmunica	ition and	l Col	laboration Personal Development and	
Keywords		$\langle \rangle$					
T. L .R. (s)		Pictures					
Ref:	History cu	rriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2 (new le assessn	arning i	ncluding		Phase 3: Plenary / Reflections	
TuesdayEngage learners to sing songs and recite familiar rhymes		Show and discuss a documentary of European presence in Ghana		an	What have we learnt today? Ask learners to summarize the main points in the lesson		
Assessment: mention the European pr Ghana.			n the ch an prese	anges th	at th		
Thursday	Engage learners to sing songs and	docume	nd discu entary o ce in Gha	f Europe	an	What have we learnt today?	

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:				
Day :			Date :					
Period :				Lesson :				
Strand : ALL	ABOUT US	Sub-stra	<b>nd :</b> [	Nature of God				
Indicator (co	ode)	B6.1.1.1 .1						
Content star	ndard (code)	B6.1.1.1.						
Performance	e Indicator	Learners can describe the a	attrik	outes of God				
-		tivity and Innovation Commung and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and			
Keywords				$\langle \rangle$				
T. L .R. (s)		Pictures						
Ref:	Our World (	Dur People curriculum Pag	e					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including ass	Phase 3: Plenary / Reflections					
Tuesday	Engage learners to sing songs and recite familiar rhymes	love, patience, merciful, On Learners role play scenarios God in their lives.	ers in groups discuss the attributes of God e.g. patience, merciful, Omniscient- All-knowing. ers role play scenarios to reflect the attributes of n their lives. sment: Let learners describe the attributes of God					
Thursday	Engage learners to sing songs and recite	Learners write essays on the attributes of God in today? relations to themselves.						

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

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SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :	$\sim$	
Strand : MO	TOR SKILLS A	ND MOVEMENT Sub-s	trand :			
PATTERNS				$\sim$	$\sim$	
Indicator (co	ode)	B6.1.1.1.1:				
Content star	ndard (code)	B6.1.1.1.				
Performance	e Indicator	Learners can jump for d	istance,	landing on both feet an	d bending the hips, knees,	
		and ankles to reduce the	e impac	force.		
Core Compe	tencies: Crea	tivity and Innovation Corr	nmunica	tion and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solving.				
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
DAY	Starter		200000	200t)	Plenary / Reflections	
	(preparing	(new learning including assessment)				
	the brain					
	for					
	learning)					
Friday	Learners	After warm up activities	, learne	rs perform long jump	What have we learnt	
	jog round a	by:			today?	
	demarcate	i. Practicing approach ru	ing approach run.			
	d area in	ii. Practicing approach ru	un and s	ingle take off with a	Use answers to	
	files while	comfortable foot.			summarise the lesson.	
	singing and	iii. Practice landing on b	oth feet	with emphasis on		
	clapping to	bending the hips, knees,	, and an	kles to reduce the		
	warm-up	impact force.				
	the body	iv. Learners practice at t	heir ow	n pace base on their		
	for	abilities.				
	maximal	v. Learners cool down to	end th	e lesson		

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performan						
ce and to						
prevent						
injuries						

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:			Class size:		
Day :			D	Date :		
Period :			L	esson :		$\langle \rangle$
Strand : Goo	l, His Creatior	and Attributes S	Sub-strand	: God the Cr	eator	
Indicator (co	ode)	B6. 1.1.1.1				
Content sta	ndard (code)	B6. 1.1.1.				
Performanc	e Indicator	Learners can descr	ibe the nat	ure of God t	hrough His att	ributes
Core Compe	tencies: Crea	tivity and Innovation	n Communi	cation and C	Collaboration Po	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Solvi	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	$\mathcal{N}$			
DAY	Phase 1:	Phase 2: Main	$\sim$			Phase 3:
	Starter	(new learning inclu	ding asses	sessment) Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage	<ul> <li>Let learners list the</li> </ul>	arners list the attributes of God: love, patience,			What have we learnt
	learners to	merciful, Omniscient (All-knowing), etc.			today?	
	sing songs	Guide learners to discuss the attributes of God in				
	and recite	English and local la				Ask learners to
	familiar	<ul> <li>In groups, ask lea</li> </ul>	rners to ide	entify the at	tributes of	summarize the main
	rhymes	God that are present in humankind: love, patience, points in the lesson merciful, etc.				
		Assessment: let lea	rners ident	ify the attril	outes of God	
		that are present in	humanking	k		

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

SUBJECT: COMPUTING

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :				son :		
Strand : INTI	RODUCTION			GENERATION OF COMPU	TERS AND PARTS OF A	
Ludiantan (ar	- d - )		IER A	ND OTHER GADGETS		
Indicator (co	-	B6.1.1.1.1 B6.1.1.1.2				
	ndard (code)	B6.1.1.1. B6.1.1.1.				
Performance	e indicator			the Generation of Compu		
			•	components of a Comp	outer System: Hardware,	
0		Software and Livev				
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords				()		
				N,		
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	essment) Plenary / Reflections		
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Guide learners to discuss the Generation of Computers.			What have we learnt	
Wednesday	learners to				today?	
Wednesday	sing songs	Minicomputers and the main computer mixed				
	and recite	Microcomputers, Mobile Phones, etc		s, etc	Ask learners to	
	familiar			summarize the main		
	rhymes	Guide learners to identify		•••••	points in the lesson	
		storage and communicatio				
		discuss the components ar		•		
		NB: the discussion should	be lin	nited to definition level.		
		Assessment: Let learners	denti	fy components of a		
		Computer System				

Vetted by :	Signature:	Date :
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SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Dat	e :		
Period :			Les	son :		
Strand : Visu	ial Arts	Sub-strar	nd : ٦	hinking and Exploring Id	eas	
Indicator (co	vdo)	B6 1.1.1.1				
-	ndard (code)	B6 1.1.1.				
Performance	· · ·	Learners can explore and s	tudv	the artworks of some i	nternational visual artists	
1 criorinane.		and analyse how their a				
		communities in the world				
Core Compe	tencies: Crea	tivity and Innovation Commu	inica	tion and Collaboration P	ersonal Development and	
		ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
		$\langle \langle \rangle \rangle$				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	new learning including assessment)			
	(preparing					
	the brain					
	for					
Madaaday	learning)	Loornors are to			What have we learnt	
Wednesday	Engage learners to	Learners are to:			today?	
	sing songs	I use OERs (e.g. library, videos, Facebook, internet) to			loudy:	
	and recite	study and share the artworks of some international visual artists (e.g. Meshack Asare, Zingaro, Leonardo,			Ask learners to	
	familiar	Michelangelo, Picasso, El-Anatsui, Kara Walker, Ibrahim			summarize the main	
	rhymes	Mahama, Rebecca Horn);			points in the lesson	
	,	I discuss the works of the ir	nterr	ational artists studied		
		in relation to the history and				
		communities in the world. F				

Mahama uses the transformation of materials to	
explore among other themes the issue of migration and	
the socio-economic and cultural heritage of a people;	
I writing a brief about their choice of artist using the	
following guidelines:	
- Name	
- Country of origin	
- Training	
- Type of artworks	
- Title of some works	
- Preferred Media	
- Contribution to the development of art	
Assessment: let learners explain how their artworks of	
some international visual artists reflect the history and	
culture of some communities in the world	
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Signature: ..... Date : .....

SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:				Class size:	
Day :				Date :		
Period :			Les	son :		
Strand :			Sub-stran	nd :		
Oral Langua	ge		Songs			
			Poems			
Indicator (co	ode)	B6.1.1.1.1	B6.1.1.1	1.2.		
Content star	ndard (code)	B6.1.1.1.	B6.1.1.1	L.		
Performance		<ul> <li>Learners should sing some traditional songs which are used for traditional dances and their correct rhythms</li> <li>Learners should discuss the importance and some moral lessons of the songs and the dances</li> </ul>				
		tivity and Innovation ng and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, ma	rkers, reco	rdec	audios visual	
Ref:	Ghanaian La	anguage curriculu	m			
DAY Phase 1: Phase 2: Main Starter (new learning including as (preparing the brain for learning)		luding ass	essn	nent)	Phase 3: Plenary / Reflections	
<ul> <li>Engage</li> <li>Ieaners to sing songs and recite</li> <li>familiar rhymes</li> <li>Play back a recorded tradii help learners to sing tradition rhythms.</li> <li>Demonstrate how some on Allow learners to dance to</li> </ul>		onal of the	songs with their correct dances are performed.	What have we learnt today?		

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

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SUBJECT: ENGLISH LANGUAGE

Week Ending:	Class size:
Day :	Date :
Period :	Lesson :
Strand : Sub-strai	nd :
A. Oral Language A. So	ongs, Poems
B. Reading B. P	honics
C. Grammar Usage At Word C. N	ouns
D. Writing D. P.	enmanship and Handwriting
E. Using Writing Conventions E. U	sing Capitalisation
F. Extensive Reading F. B	uilding the Love and Culture of Reading
Indicator (code) (B6.1.1.1.1 B6.1.3.1.1) B6	5.2.2.1.1. 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 IndicatorA. Learners can relate	the central messages in songs to personal experiences.
relate the central m	essages of poems to personal experiences
B. Learners can read	words with ending sounds like "sure" as in measure;
"ture" as in creature	e and "tch" as in Stretch
C. Learners can id	entify and use: Proper nouns to refer to
organisations/event	s; Count/non-count, Singular, Plural (regular, irregular),
Without plural mark	ker.
D. Learners can write v	vith a legible, fluent and personal handwriting style
E. Learners can follow	appropriate mechanical convention.
F. Learners can read a	nd critique a variety of age- and level appropriate books
and present a one-p	page critical commentary based on a set of criteria, on
each book read	
Core Competencies: Creativity and Innovation Commu	unication 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 Lang	guage curriculum Page						
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections					
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Engage learners to sing some familiar songs from their cultural background.</li> <li>Write lines of songs on chalk board and have learners read through the lines.</li> <li>Demonstrate singing of the songs as learners listen attentively.</li> <li>Guide learners to sing songs with stress and rhythm by clapping.</li> <li>Invite learners to sing individually and in groups</li> <li>Engage learners in reciting some familiar poems.</li> <li>Introduce learners to an eight-line poem on the board.</li> <li>Read/recite the poem clapping/tapping its rhythm.</li> <li>Have learners read lines of the poem ensuring correct pronunciation of words.</li> <li>Let learners take turns to read in groups and individually.</li> <li>Have learners discuss the central message and relate it to their personal experiences</li> <li>Assessment: let learners relate the central messages in songs and poems to personal experiences.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson					
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Use word games to introduce words with ending sounds like "sure" as in measure; "ture" as in creature and "tch" as in Stretch.</li> <li>Guide learners to play the Pick and Read game to practise reading the target words.</li> <li>Have groups write sentences with the target words and read out the sentences to the class.</li> </ul>	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	<ul> <li>D.WRITING</li> <li>Have learners select sentences from their readers.</li> <li>As learners observe, demonstrate the activity by writing the sentences in joint script on the board.</li> <li>Have individual learners read out the sentences.</li> <li>Let learners copy the sentences into their exercise books.</li> <li>Have pupils share their work with their partners.</li> <li>Assessment: let learners copy sentences into their exercise books in joint script</li> </ul>	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

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

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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:			
Day :			D	Date :			
Period :			L	Lesson :			
Strand : Nun	nber		Sub-strand	: Counting, Representation	, Cardinality & Ordinality		
Indicator (co	ode)	B6.1.1.1.2 B6	6.1.1.1.3				
Content star	ndard	B6.1.1.1. B6	6.1.1.1.				
(code)							
Performance	e Indicator			numbers in figures and in wo rs in different positions aro	•		
-				ication and Collaboration Pe	ersonal Development		
and Leaders	hip Critical Th	inking and Probler	m Solving.				
Keywords	1						
T. L .R. (s)		Counters					
Ref:	Mathematic	cs curriculum Pag	je				
		1					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	cluding asses	sment)	Plenary / Reflections		
	(preparing the brain						
	for						
	learning)						

Monday	Sing songs like:	million	nuı	mbei	r wh	eel t	o ge	ener	ate 7	7-di	git n	Jse the numbers and	Review the lesson with Learners
	1/ ree											e value ies) onto the	
	I'm counting	numbe	er w	heel,	, ide	ntify	the	nur	nbei	of	peb	bles landing	
	one, what	in each	-			-						ber hundred-	
	is one	_										/-thousand	
		or 500		•								de e la caral	
												rbal, and ord cards to	
		the fig			iici 5				ai				
											$\sim$		
		/									$\overline{}$		
			[	6	Í	T					$\sum$	$\langle \rangle \rangle \rangle$	
			M	M	(	((	((•	•			Ì)		
		B		$\mathcal{I}$	/	$\mathcal{C}$	•	•					
				Ì.				•	_		•		
								•		_			
				F	lace	value	e nun	nber	whee	1			
			P	lace v	alue	char	t						
						ds						1	
			Ę			housands	s						
			Villion			Doc	ands						
			P	lo			Sno	P	ş				
		5	Hundre	en Millio	5	-hundred-1	Ten-thous	Thousand	Hundreds	s o	s		
		Billion	Hun	Ten	Million	In	Ten	1 P	I I	Tens	Ones		
	$\sim$		3	6	2	5	2	4	5	1	3	1	
								Ľ.					
		Ask nu	nilc	to w	rite	give	n nı	imb	ers r	n tł	וף פי	xpanded	
		-	•			-						0,000,000 ×	
												000 × 2 +	
		-										5 + 10 × 1 + 00,000 +	
												) + 10 + 3	

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		Assess examp		nt: ha	ive le	earne	ers to	o pra	actic	e wi	ith r	nore	
Tuesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	repres frame numb in eac gener thous or 500 The r	n nui sent . Thr er w h pla ated ands ),000 epre rals.	mber the n row a heel, ace va in th ' ring )). senta Learn	whe numb ider alue e wh mal	eel to ber g nber ntify ring, neel king s to mus	o ger ener of p the r and (i.e. the r use a t ma	nera atec ebbl stat 5 lar num also ttch	te 7- l on les (d ber d nded ber t inclu	digi a pl or st of p e nu in t in t twei	t nu ace ebb imb he f nty-	mbers and value s) onto the les landing	Review the lesson with Learners
		-	P	Place V				vheel					
												1	
		Billion		Ten Million	Million	Hundred-thousands	Ten-thousands	Thousand	Hundreds	Tens	Ones	_	
		1	3	6	2	5	2	4	5	1	3		
		-	-		-	-					-	- oanded .000,000 ×	

	JUAH											
		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 examples	Assessment: have learners to practice with more examples									
Wednesda y	Sing songs like: I'm counting one, what	Display a nu 10,000 and in different learners in have them around a ch	50,000 an positions pairs and g identify nu	id lead lear around a g give each g umbers in d	rners ident iven numb roup a nur	ify numbe oer. Put mber grid a	rs	Review the lesson with Learners	า			
	is one	10,000	11,500	12,000	13,500	15,000	16	,500				
	1 - One is	20,000	21,500	22,000	23,500	24,000		,500				
	one alone,	30,000	31,500	33,000	34,500	36,000		,500				
	alone it shall be.	40,000	41,500	43,000	44,500	46,000	47	,500				
	Shan be.	50,000	51,500	53,000	54,500	56,000	57	,500				
		60,000	61,500	63,000	64,500	66,000	67	,500				
Thursday	Sing songs	Assessment examples Display a nu	$\overline{V}$				n	Review the lesson with	 h			
	like:	Display a number chart in multiples of 1,500 between 10,000 and 50,000 and lead learners identify numbers in different positions around a given number. Put learners in pairs and give each group a number grid andReview the lesson with Learners										
	I'm counting one, what	have them around a ch	identify nu									
	is one	10,000	11,500	12,000	13,500	15,000	16	,500				
	1 - One is	20,000	21,500	22,000	23,500	24,000		,500				
	one alone, alone it	30,000	31,500	33,000	34,500	36,000	37	,500				
	shall be.	40,000	41,500	43,000	44,500	46,000	47	,500				
		50,000	51,500	53,000	54,500	56 <i>,</i> 000	57	,500				
		60,000	61,500	63,000	64,500	66,000	67	,500				
		Assessment examples	t: have lea	rners to pr	actice with	n more						

Friday	Sing songs	Display a n	Review the lesson wi					
	like: I'm counting one, what	10,000 and in different learners in have them around a ch	Learners					
	is one	10,000	11,500	12,000	13,500	15,000	16	,500
	1 - One is one alone,	20,000	21,500	22,000	23,500	24,000	25	,500
	alone it	30,000	31,500	33,000	34,500	36,000	37	,500
	shall be.	40,000	41,500	43,000	44,500	46,000	47	,500
		50,000	51,500	53 <i>,</i> 000	54,500	56,000	57	,500
		60,000	61,500	63,000	64,500	66,000	67	,500
		Assessmen examples	t: have lea	rners to pr	actice with	n more		

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

SUBJECT: SCIENCE CLASS: SIX

Week Endin	g:				Class size:			
Day :				Dat	e :			
Period :				Les	son :			
Strand : DIV	ERSITY OF MA	ATTER	Sub-strar	nd : L	IVING AND NON-LIVING	THINGS		
Indicator (co	ode)	B6.1.1.1.1						
Content sta	ndard (code)	B6.1.1.1.						
Performanc	e Indicator	Learners can class	sify plants	base	d on their root system			
-		tivity and Innovations of the second s		inica	tion and Collaboration P	ersonal Development and		
Leadership		ig and Froblem Sol	vilig.					
Keywords				$\overline{\ }$				
T. L .R. (s)		Pictures						
Ref:	Science cur	riculum Page	X					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning incl	luding ass	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Monday	Engage	Review previous		•	•	What have we learnt		
	learners to	learners (stem, ro				today?		
	sing songs	Learners uproot	,					
	and recite	<b>U</b> ,	•		o) and bring to class.	Ask learners to		
	familiar		own pictur	es o	the root systems of	summarize the		
	rhymes	different plants.	بمميما نمامير	<b>T:U</b>		important points of the		
				ntify the similarities and lesson				
				oots of the various plants.				
			• •		into two main groups			
		based on the simi	roots system.					

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

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

SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	$\mathcal{O}$
Strand : Euro	opeans in Gha	ana	Sub-stran	<b>d :</b> I	mpact of European Pres	ence
Indicator (co	ode)	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.				
Leadership (		tivity and Innovations and Problem Sol		nica	tion and Collaboration F	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum 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	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	
	the effect of formal					

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Dat	Date :		
Period :			Lesson :			
Strand : ALL ABOUT US		Sub-stran	Sub-strand : Myself			
Indicator (co	nde)	B6.1.2.1. 1.				
Indicator (code) Content standard (code)						
Performance		Learners can explain problems associated with adolescence				
		Learners can explain problems associated with adolescence				
-		tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.		K.		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Page	<u>)</u>			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essn	ient)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk about and list changes that occur during			What have we learnt	
	learners to	adolescence. today?			today?	
	sing songs	Learners think-pair-share on challenges associated with				
	and recite				Ask learners to	
	familiar	summarize the mair				
	rhymes	Assessment: Let learners ex	points in the lesson			
		with adolescence				
Thursday	Engage	Learners illustrate challenge	s fa	cing adolescence using	What have we learnt	
	learners to				today?	
	sing songs	i. engaging in sexual activity can result in				

and recite	ii. acquiring sexually transmitted infections	Ask learners to
familiar	(STIs) including HIV	summarize the main
rhymes	iii. teenage pregnancy and parenthood	points in the lesson
	iv. streetism and poverty	
	v. drug use and abuse	
	vi. negative peer pressure leading to criminal activities	
	Assessment: Let learners illustrate challenges facing	
	adolescence using the Future's Wheel	

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SUBJECT: PHYSICAL EDUCATION

Week Ending:				Class size:		
Day :			D	Date :		
Period :	Period :			esson :		
Strand : MC	TOR SKILLS A	ND MOVEMENT Su	ub-strand :	LOCOMOTOR SKILLS		
PATTERNS				()		
Indicator (co	ode)	B6.1.1.1.2				
Content sta	ndard (code)	B6.1.1.1.				
Performanc	e Indicator	Learners can perform	n the diffe	rences in applying and rec	eiving force when jumping	
		for height and distar	nce (high ju	ump).		
Core Compe	etencies: Crea	tivity and Innovation	Communio	ation and Collaboration F	Personal Development and	
Leadership	Critical Thinkir	ng and Problem Solvin	ng.			
Keywords		$\sim 0)$				
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ling assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	•		up, they go through a	What have we learnt	
	jog round a	vertical jumping app			today?	
	demarcate	efficiently to control		-		
	d area in			rners control the flight	Use answers to	
		their trunk slightly backwards, one-		summarise the lesson.		
	singing and foot take-off, two feet take					
	clapping to	•		es with the height of the		
	warm-up	jump and landing on	n the balls	of feet (double landing).		
	the body					
	for					
	maximal					

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performan					
ce and to					
prevent					
injuries					

Vetted by :	Signature:	Date :
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	.:	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date :		
Period :				Les	son :	$\sim$
Strand : Goo	d, His Creatior	and Attributes	Sub-strar	nd : (	God the Creator	
Indicator (co	ode)	B6. 1.1.1.1				
Content sta	ndard (code)	B6. 1.1.1.				
Performanc	e Indicator	Learners can des	cribe the r	natur	e of God through His att	ributes
		tivity and Innovations and Problem So		ınica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	$\overline{)}$	}		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections
Friday	Engage learners to sing songs and recite familiar rhymes	how they can rela • Guide learners God and present Assessment: let le	gh questions and answers, let learners show by can relate the attributes of God to their lives learners to write essays on the attributes of I present their works to class for discussion ment: let learners write essays on how they can be 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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SUBJECT: COMPUTING

Week Endin	g:			Class	size:			
Day :			[	Date :				
Period :			1	Lesson :				
Strand : Intr	oduction to c	omputing	Sub-strand	I:INIROI	DUCTION TO MS-W	VINDOWS INTERFACE		
Indicator (co	ode)	B6.1.2.1.1. B6.1	L.2.1.2 B6	.1.1.1.3	B6.1.2.1.4.			
-	, ndard (code)	B6.1.2.1. B6.1	.2.1. B6	.1.1.1.	B6.1.2.1.			
Performance	e Indicator	Learners	can explore	the use	of the desktop B	ackground, changing the		
		themes, c	olours and	User acco	ount. (e.g. classic,	icons and Taskbar of the		
		backgrour	nd)					
		Learners of	an demonst	trate the	use of the Recycle	Bin or Trash Can		
		Learners of	can perform	permane	ent delete or Empt	y Trash can and restoring		
		files or ico	ons in the re	cycle bin				
		Learners of	can explore	the use	of Copy, Paste, De	lete tools, the moving of		
		folders by	using the D	esktop Po	op-Up menu.			
				ication a	nd Collaboration Pe	ersonal Development and		
Leadership C	Critical Thinkin	ng and Problem Sol	lving.					
Keywords								
incy works								
T. L .R. (s)		Laptop						
Ref:	Computing	curriculum Page						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inc	luding asses	ssment)		Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning) Engage	Guide learners to	uso tho dos	kton Bac	karound change	What have we learnt		
	learners to	the themes, color		•		today?		
Wednesday	sing songs	the themes, color			unt	toudy:		
	and recite	Guide learners to	use the rec	vcle hin h	v deleting and	Ask learners to		
	familiar	viewing deleted f				summarize the main		
	rhymes					points in the lesson		

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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SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Da	e :		
					$\sim$	
Period :			Les	son :		
					$\lambda$	
Strand : Peri	forming Arts	Sub-stra	nd : <sup>-</sup>	Thinking and Exploring Id	eas	
Indicator (co	de)	B6 2.1.1.1				
-	ndard (code)	B6 2.1.1.				
Performance		Learners can explore an	d stu	dy performing artwork	s of some international	
		performing artists and an		· ·		
		culture of some communit			,	
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.				
Kaunanda						
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections	
	(preparing					
	the brain for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	🛙 use OERs (e.g. library, vic	eos.	Facebook. internet) to	today?	
	sing songs	study and share the artwor	,	· · ·		
	and recite performing artists (e.g. Mic				Ask learners to	
	familiar	Elton John, Bright Okpocha	(Bas	ket Mouth), Osei	summarize the main	
	rhymes	Boateng, Fela Ransome Ku	•		points in the lesson	
		Seidou Keita, Eddie Murph				
		I discuss the works of the	nteri	national artists studied		
		in relation to the history ar	nd cu	tures of some		

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

	compositions reflect the history and culture of some
	communities in the world
tted by :	

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Endin	g:				Class size:		
Day :				Date :			
Period :				Lesson :			
Strand :			Sub-strand	d :			
Oral Langua	ge		Poems				
			Listening a	nd	Story Telling		
			Dramatisat	tion	and Role Play	/	
Indicator (co	ode)	B6.1.3.1.1.	B6.1.4.1.1		B6.1.4.1.2.	B6.1.5.1.1	B6.1.5.1.2
Content star	ndard (code)	B6.1.3.1.	B6.1.4.1.		B6.1.4.1.	B6.1.5.1.	B6.1.5.1.
talk about the Learners sho and stories. Learners sho Learners sho recognise the			t their them should indica es. should discu should tell a the charact should perfo on Commun	es ate iss t a sto cers, orm	the similaritie he values or n ory of about ei , setting, costunt a drama	s and differ norals of fol ght to ten c imes and th	_
Keywords							
T. L .R. (s)		Manila cards, ma	-	ded	audios visual		
Ref:	Ghanaian La	anguage curriculu	ım				
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning inc	cluding asses	ssm	nent)		Plenary / Reflections
	(preparing the brain						
	for						
	learning)						

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	Engage	• Read the poem aloud and let learners read the poem	What have we learnt
	leaners to sing songs	in turns.	today?
	and recite	• Call a learner to explore the poem with the correct	
	familiar	stress and rhythm.	
	rhymes	Let learners to explore poems in groups.	
	,	<ul> <li>With the given copies of poems, allow learners to</li> </ul>	
		read through the poem and discuss it.	Review the lesson with
		• Lead learners to recognise the key words in the poem.	learners
		<ul> <li>With the copies of the poem, brainstorm and lead</li> </ul>	
		learners to say the theme of the poem.	
		<ul> <li>Bring a resource person to explore a poem, or play</li> </ul>	
		back a poem recital.	
		<ul> <li>Put learners into groups to bring out the issues</li> </ul>	
		discussed in the poem and the theme.	
		<ul> <li>Listen to each group's theme and discuss it.</li> </ul>	
		Assessment: let learners identify the key words and	
		themes in poems.	
	Engage	Ask a learner to tell a folktale and another learner to	What have we learnt
	leaners to	tell a story.	today?
	sing songs	• Tell a folktale and a story.	
	and recite	<ul> <li>Revise the lesson on the structure of a folktale and a</li> </ul>	
	familiar	story.	
	rhymes	• Let learners discuss the similarities between folktales	
		and stories in their groups.	Review the lesson with
		• Let a learner recount a folktale and another learner a	learners
		story.	
		• Let learners discuss the differences between folktales	
		and stories in pairs.	
	$\langle \rangle \rangle$	<ul> <li>Write out some of the differences on the board.</li> </ul>	
	$\mathbf{N}$	Let learners debate to confirm the differences found	
	111	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.	

Engago	Discuss a story line with learners.	What have we learnt
Engage	-	
leaners to	• Let a learner tell a story and lead learners to recognise	today?
sing songs	the storyline.	
and recite	<ul> <li>Write out the story line on the board.</li> </ul>	
familiar	<ul> <li>Guide learners to recognise the characters, setting,</li> </ul>	
rhymes	costumes and of a play shown to them.	
	• Let the learners write the characters identified on the	Review the lesson with
	board and discuss their role in the story	learners
	Allow learners to read a story.	
	<ul> <li>Guide learners to re-tell the story.</li> </ul>	
	• 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	

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



SUBJECT: ENGLISH LANGUAGE

Week Ending:	Class size:		
Day :	Date :		
Period :	Lesson :		
Strand : Sub-strai	nd :		
	tory Telling		
B. Reading B. W	Vord Families		
C. Grammar Usage At Word C. D	eterminers		
D. Writing D. Pa	aragraph Development		
E. Using Writing Conventions E. U	sing Punctuation		
F. Extensive Reading F. B	uilding 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	6. 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 co	mmon minimal pairs to decode words		
C. Learners can identif	ify and use definite and indefinite articles		
D. Learners can choose	se 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 app	propriate to the mode of delivery, using appropriate text		
features			
E. Learners can use t	the comma around a phrase for the modifying of the		
proceeding noun; qu	uotation marks to indicate direct speech; apostrophe to		
show plural possess	ion,		

		and present a one each book read	and critique a variety of a e-page critical commenta	iry base	d on a set of criteria, or	
		tivity and Innovation Comr ng and Problem Solving.	nunication and Collabora	ition Pe	rsonal Development and	
Keywords						
T. L .R. (s)		Word cards, sentence car library.	ds, letter cards, handwrit	ting on a	a manila card and a clas	
Ref:	English Lang	guage curriculum Page	-	$\sim$		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including a	assessment)	2	Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	A.ORAL LANGUAGE Have the learners recall of • Tell or read a story to le • Invite individuals to retor story map/herringbone st • Lead the class to discuss relate the story to their p Assessment: let learners and relate the story to th	using m to	What have we learnt today? Ask learners to summarize the main points in the lesson		
TuesdayEngage learners to sing songs and reciteB.READING Give examples of minimal pairs Using "think-pair-share", let learners come up with more examples of minimal pairs. E.g.familiar rhymesE.g.Two sounds differenceOne sound difference				h	What have we learnt today? Ask learners to summarize the main points in the lesson	
		goat, coat, boat, wall, ball train, chain Bridge, fridge	road, loan			
		Introduce and revise thes patterns using examples time). Drill the pronunciation of	two or three patterns at	_		

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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	C.GRAMMAR	What have we learnt
	learners to	• Briefly revise nouns. Learners read/listen to a passage	today?
	sing songs	having several nouns.	
	and recite	• Have them identify the nouns stating their types.	Ask learners to
	familiar	• Learners identify the nouns noting words that	summarize the main
	rhymes	precede them e. g. the, an	points in the lesson
	, inco	<ul> <li>Select sentences containing nouns and articles and</li> </ul>	
		use them to explain the use of the articles "a", "an" and	
		"the" simply.	
		<ul> <li>In groups, learners write sentences and underline the</li> </ul>	
		articles.	
		Assessment: let learners write sentences and underline	
The sector	<b>F</b>	the articles.	
Thursday	Engage	D.WRITING	What have we learnt
	learners to	Work with learners to select sample texts from a	today?
	sing songs	variety of models of writing from learners' readers and	
	and recite	teacher's resources e.g. newspapers, magazines etc.	Ask learners to
	familiar	You may take learners to the library for this exercise.	summarize the main
	rhymes	Examples of modes of writing.	points in the lesson
		i. Process	
		ii. Narrative	
		iii. Descriptive	
		iv. Persuasive	
		v. Argumentative	
		vi. Letter	
		• Put learners into small groups and assign each group a	
	$\langle \rangle \rangle$	mode of writing.	
	$\sim$	<ul> <li>Have learners study the sample text.</li> </ul>	
		• Guide them through appropriate questions to identify	
		the:	
		i. Mode of writing/types of essay	
		ii. 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	

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NANA FIIFI ACO Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
learners to		Revise punctuations with learners.	today?
	sing songs	– Give out samples of relevant texts to groups of	
and recite familiar		learners to identify the punctuation marks used.	Ask learners to
		e.g. 1. Kofi, my friend, will help me do my homework	summarize the main
	rhymes	2. I like football," said Ama.	points in the lesson
		3. This is girls' work.	
		4. Mary: Kofi, do you like my pen?	
		Kofi: Yes, I do.	
		• Write a text on the board, leaving out the punctuation marks.	$\bigcirc$
		Have the whole class punctuate it.	
		Have them study unpunctuated texts individually for a	$\lambda$
		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.	
		been onnitted.	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	• Lead discussion on the importance of reading widely.	whole class
	read books	<ul> <li>Have learners read books of their choice</li> </ul>	
	during the	independently during the library period.	
	library	• Learners think-pair-share their stories with peers.	
	period	• 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	
	$\langle \rangle \rangle$	• Encourage them to visit the local library to read and borrow books.	
		• Encourage them to share whatever they read with	
	11,	their mates	
		then mates	
		Assessment: let learners read and critique a variety of	
	-		
		age- and level appropriate books and present a one-	
		age- and level appropriate books and present a one- page critical commentary based on a set of criteria, on	

Vetted by :	Signature:	Date :
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SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				te :		
Period :			Lesson :			
Strand : Nur	nber	Sub-stra	ind : (	Counting, Representation	n, Cardinality & Ordinality	
Indicator (co	ode)	B6.1.1.1.4	$\overline{\mathcal{A}}$			
Content star	ndard (code)	B6.1.1.1.				
Performance	e Indicator	Learners can compare and comparison using ">, <, or	order whole numbers up to 100,000 and represent the ="			
		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Po	ersonal Development and	
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter (preparing the brain for learning)	(new learning including as	sessn	nent)	Plenary / Reflections	
Monday	Sing songs like:		-digit number. E.g. 123,400 Learners Learners use words such as:		Review the lesson with Learners	

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

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

SUBJECT: SCIENCE CLASS: SIX

Week Ending: Class size:					
Day :			Date :		
			Les	son :	$\mathcal{O}$
					$\boldsymbol{\lambda}$
ERSITY OF MA	ATTER	Sub-stran	<b>d</b> : N	/IATERIALS	
ode)	B6.1.2.1.1				
ndard (code)	B6.1.2.1.				
e Indicator	Learners can know	w the gen	eral	properties of metals su	uch as lustre, malleability,
	conductivity and c	ductility			
			nica	tion and Collaboration P	ersonal Development and
Critical Thinkin	ng and Problem Sol	ving.			
				5	
1		$\sim$			
Science cur	riculum Page				
Phase 1:	Phase 2: Main	•			Phase 3:
Starter	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	$\langle \rangle$				
	Loornora in group	a asthor a	1:tfo	cont objects such as	What have we learnt
	, , ,	. 0		•	today?
				· •	touay!
	•	• • •	es, c	ooking pans, rooning	Ask learners to
					important points of the
				••••	lesson
	-	-		-	
	0				
			,		
	ERSITY OF MA ode) ndard (code) e Indicator etencies: Crea Critical Thinkin Science curn Phase 1:	ERSITY OF MATTER Dee) B6.1.2.1.1 ndard (code) B6.1.2.1. e Indicator Learners can kno conductivity and conductivity and of tencies: Creativity and Innovatio Critical Thinking and Problem Sol Encies: Creativity and Innovatio Critical Thinking and Problem Sol Pictures Science curriculum Page Phase 1: Phase 2: Main (new learning incl (preparing the brain for learning) Engage Learners, in group learners to sing songs and recite familiar Learners classify non-metals based malleability, cond e Learners give re e Relate the lesso	ERSITY OF MATTER       Sub-stran         ode)       B6.1.2.1.1         ndard (code)       B6.1.2.1.         e Indicator       Learners can know the gen conductivity and ductility         etencies: Creativity and Innovation Commu         critical Thinking and Problem Solving.         Pictures         Science curriculum Page         Phase 1:       Phase 2: Main (new learning including asset (preparing the brain for learning)         Engage       Learners, in groups, gather or ruler, erasers, exercise book connecting wires, cups, plate sheets, iron nails, pins, etc.         familiar       • Learners classify the varior non-metals based on the fol malleability, conductivity an or learners give reasons for the sheets in the sheets in the sheets in the sheets in the sheet is th	ERSITY OF MATTER       Sub-strand : M         Date       B6.1.2.1.1         Indard (code)       B6.1.2.1.1         Indard (code)       B6.1.2.1.1         Indard (code)       B6.1.2.1.1         Import of the state of	Date :         Date :

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

Vetted by :....

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

SUBJECT: HISTORY

Week Ending:					Class	size:
Day :				Date :		
Period :			Lesson :			
Strand : Europeans	in Ghana		Sub-st	rand : I	mpact	of European Presence
Indicator (code)		B6.3.4	.1.1			
Content standard (	code)	B6.3.4	.1.			
Performance Indica		broug	ht to Gł	nana.	$\sim$	anges that the European presence
<b>Core Competencies:</b> Creativity and Innovation Communic Leadership Critical Thinking and Problem Solving.			nunicat	ion and	Collab	oration Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	rriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning in assessment)			ng	Phase 3: Plenary / Reflections
TuesdayEngage learners to sing songs and recite familiar rhymesWhat 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		n ners ncts of	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		ean pre	npacts c sence o		What have we learnt today?

What negative effectsAssessment: let learnersmain points in the lessondid European presencewrite about the impacts ofEuropean presence onhave on Ghanaians?GhanaGhana				Ask learners to summarize the
	did Eu	ropean presence	write about the impacts of European presence on	main points in the lesson

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:		Class size:				
Day :			Dat	Date :			
Period :			Les	son :	$\vee$		
Strand : ALL	ABOUT US	Sub-strai	Sub-strand : Myself				
				· · · · ·			
Indicator (co	ode)	B6.1.2.1.2.					
Content sta	ndard (code)	B6.1.2.1.					
Performanc	e Indicator	Learners can explain how to	o ma	nage the problems that o	ccur during adolescence.		
Core Compe	tencies: Crea	Livity and Innovation Commu	unica	tion and Collaboration Pe	ersonal Development and		
		ng and Problem Solving.			·		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (	Dur People curriculum Page					
			-				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners in groups discuss how to manage the			What have we learnt		
	learners to	challenges that come with o	chan	ges during adolescence.	today?		
	sing songs	e.g.					
				Ask learners to			
familiar i. counselling from a respon			onsible adult summarize the main		summarize the main		
	rhymes	ii. discussing problems with	pee	rs and siblings	points in the lesson		
		iii. dressing in a modest way	y to a	woid enticing the			
		iv. opposite sex					
		v. being assertive (self-conf	iden	ce to say 'NO' to			
		premarital					

	1		
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	
Thursday	Engage	Learners in groups discuss how to manage the	What have we learnt
	learners to	challenges that come with changes during adolescence.	today?
	sing songs	e.g.	
	and recite		Ask learners to
	familiar		summarize the main
	rhymes	vi. sex and other actions which may destroy	points in the lesson
		vii. your future plans)	
		viii. respecting the sexual rights of others	
		ix. not forcing to have sex with pupils, etc.	
		Groups to present reports for class discussion	
		Assessment: Let learners explain how to manage the	
		problems that occur during adolescence.	
		problems that occur during adolescence.	

Vetted by :	 Signature:	Date :

SUBJECT: PHYSICAL EDUCATION

Week Ending:					Class size:		
Day :			Date :				
Period :					on :		
<b>Strand :</b> MO PATTERNS	TOR SKILLS A	ND MOVEMENT	OVEMENT Sub-strand : MANIPULATIVE SKILLS				
Indicator (co	ode)	B6.1.2.1.1					
Content sta	ndard (code)	B6.1.2.1.					
Performanc	e Indicator	Learners can roll	ball using a	stick	in a game situation (ho	ockey).	
		tivity and Innovating and Problem So		nicat	ion and Collaboration P	ersonal Development and	
Keywords				)-			
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page	$\langle \cdot \rangle$				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inc	luding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for learning)						
Friday	Learners	After a warm-up, learners practice how to:			e how to:	What have we learnt	
	jog round a	i. hold or handle a hockey stick.				today?	
	demarcate	ii. role the ball from place to place at learners'			e at learners' pace.		
	d area in	iii. play a mini hockey game in groups using re			oups using rolling skill.	Use answers to	
	files while	iv. Learners cool down to end the lesson.			e lesson.	summarise the lesson.	
	singing and						
	clapping to						
	warm-up						
	the body						

for		
maxi	mal	
perfo	orman	
ce ar	d to	
prev	ent	
injur	es	

Vetted by :....

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Endin	g:			Class size:			
Day :			Dat	te :			
Period :			Les	son :	$\langle \rangle \rangle$		
Strand : Goo	l, His Creatior	and Attributes Sub	b-strand :	The Environment			
Indicator (co	ode)	B6.1.2.1.1					
Content star	ndard (code)	B6.1.2.1.					
Performance	e Indicator	Learners can explain l	how huma	nkind and the environme	nt interrelate.		
-		tivity and Innovation C		tion and Collaboration Pe	ersonal Development and		
•		0					
Keywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including assessment)			Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	• With questions and answers, guide learners to explain			What have we learnt		
	learners to	the natural environment: things around us that were			today?		
sing songs		created by God and can affect our lives.					
and recite		• Let learners mention things around us that were			Ask learners to		
familiar		created by God:			summarize the main		
	rhymes	- air , water, land, pla	points in the lesson				
		Guide learners to discuss the interrelationship among					
		God's creatures:					
		- Humankind and anir	mals deper	nd on plants for air,			
		food, medicine, shelte	er, etc.				
		- Plants depend on hu	umankind a	and other animals for			
		survival (dispersal of seeds, planting of trees, etc.).					

	- Some animals depend on other animals for food	
	(carnivores) and shelter (parasites).	
	Assessment: let learners give examples of the	
	interrelationship among God's creatures:	

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SUBJECT: COMPUTING

Week Endin	g:			Class size:		
Day :		D		Date :		
Period :			Les	son :		
Strand : Intr	oduction to c	omputing S	Sub-strand :	DATA, SOURCES AND U	SAGE	
Indicator (co	ode)	B6.1.3.1.1. B6.1.3	3.1.2 B6.1.3	B.1.3 B6.1.3.1.4		
Content star	ndard (code)	B6.1.3.1 B6.1.3	B.1. B6.1.	3.1. B6.1.3.1.		
		<ul> <li>Learners can identify types of data. (Integers, double, characters, float etc.)</li> <li>Learners can identify more sources of data and information e.g. internet (emailing, Skype, SMS etc.)</li> <li>Learners can demonstrate sending and receiving information from other gadgets e.g. Bluetooth, Infrared, Radio, Fax, Telephones calls, SMS etc.</li> <li>Learners can demonstrate basic manipulations on sample data e.g. arranging data in a matrix table, sorting and calculations etc.</li> <li>ativity and Innovation Communication and Collaboration Personal Development and problem Solving</li> </ul>				
Keywords						
()						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY Phase 1: Starter (preparing the brain for learning)		Phase 2: Main       Phase 3:         (new learning including assessment)       Plenary / Re		Phase 3: Plenary / Reflections		
EngageGuide learners to identify and learners toWednesdaysing songs and reciteGuide learners to discuss whe familiar rhymes					What have we learnt today? Ask learners to summarize the main points in the lesson	

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

Vetted by :....

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

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:		
Day :			Dat	e :		
Period :			Los	son :		
Periou :			Les	son :		
Strand : Per	forming Arts	Sub-strar	nd : 1	hinking and Exploring Id	eas	
				<u> </u>		
Indicator (co	ode)	B6 1.2.2.1				
Content star	ndard (code)	B6 1.2.2.				
Performance	e Indicator	Learners can experiment w	ith a	vailable visual arts medi	ia and methods to create	
		visual artworks based on ow			erstanding of the artworks	
		of some international visua				
		tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Lritical Ininkii	ng and Problem Solving.		<b>J</b> ·		
Keywords						
-						
T. L .R. (s)		Pictures				
Ref:	Creative Art	ts curriculum				
DAY	Phase 1:	Phase 2: Main		Phase 3:		
	Starter	(new learning including assessment)		Plenary / Reflections		
	(preparing the brain					
	for					
	learning)					
Monday Engage		Learners are to:		What have we learnt		
learners to		Critically examine the works of some international		today?		
sing songs		artists;				
and recite		I make similar works of the international artists studied		Ask learners to		
familiar		using available materials and tools from the local		summarize the main		
rhymes		environment. e.g.		points in the lesson		
		- clay, plasticine, papier mâ	ché (	paper pulp) etc. for		
		modelling and casting;				
		- straw, yarn, paper etc. for	wea	ving;		

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

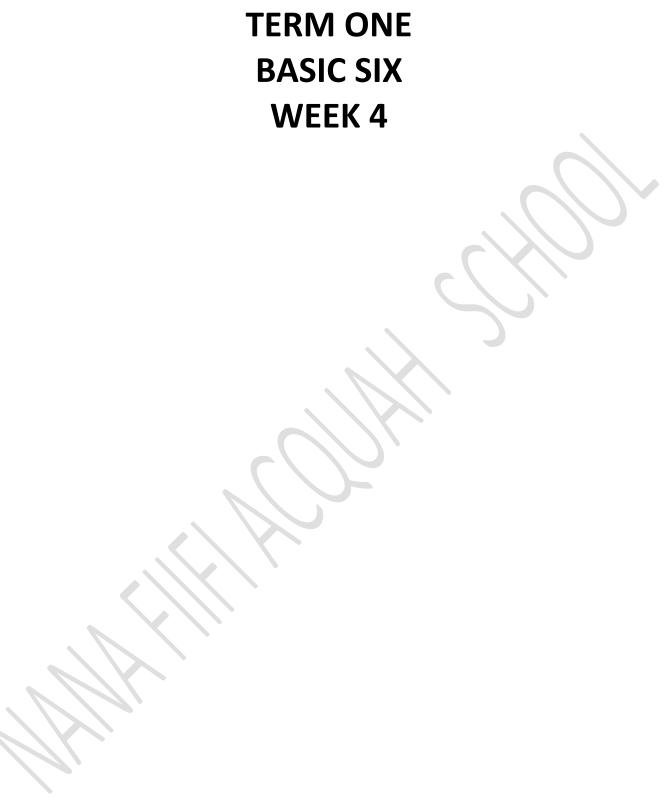
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SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:			
Day :			Date :				
Period :				Lesson :			
Strand : Rea	ding	Sub-strand : Phonics: Letter Sound Knowledge					
Indicator (co	ode)	B6.2.4.1.1. B6.2.4.1.2		B6.2.4.1.3.			
Content star	ndard (code)	B6.2.4.1. B6.2.4.1.		B6.2.4.1.			
Performance Indicator Core Competencies: Crea		<ul> <li>Learners should read and recognise words with diagraphs in sentences and paragraphs</li> <li>Learners should blend three or more syllables to form words and read them.</li> <li>Learners should recognise and say consonant clusters in passages.</li> <li>tivity and Innovation Communication and Collaboration Personal Development and</li> </ul>					
Leadership C	Critical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Manila cards, markers, recorded audios visual					
Ref:	Ghanaian La	anguage curriculum					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including as:	sessn	nent)	Phase 3: Plenary / Reflections		
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Revise the alphabet soun</li> <li>Ask learners to mention s on the board.</li> <li>Group the words into two diagraphs and those without</li> </ul>	some o, the	words and write them ose consisting of	What have we learnt today?		

	<ul> <li>Discuss the concept of diagraphs with learners.</li> </ul>	
	<ul> <li>Write words which consist of diagraphs with their</li> </ul>	Review the lesson with
	diagraphs underlined on flashcards.	learners
	<ul> <li>Ask learners to say the words aloud.</li> </ul>	
	Write sentences which have words that consist of	
	diagraphs in them on flashcards.	
	• Help learners to recognise the diagraphs in the words	
	found in the sentences.	
	<ul> <li>Ask learners to use the diagraphs identified to form</li> </ul>	
	some new words.	
	Assessment: let learners read and identify words with	
	diagraphs in sentences and paragraphs	
Engage	Revise the lesson on syllables with the learners.	What have we learnt
leaners t		today?
sing song		
and recite	• Show flashcards with syllables written on them to the	
familiar rhymes	learners.	
mymes	<ul> <li>Help learners blend three or more syllables to form</li> </ul>	
	words and read them out aloud	Review the lesson with
		learners
	Assessment: let learners blend three or more syllables to	
	form words and read them.	
Engage	<ul> <li>Ask learners to mention words they know and write</li> </ul>	What have we learnt
	<sup>o</sup> the words on the board.	today?
sing song		
and recite familiar	consonant clusters.	
rhymes	<ul> <li>Show flashcards with words that have consonant</li> </ul>	
inymes	clusters written on them to learners.	
	Help learners recognise and read the words with	Review the lesson with
	consonant clusters	learners
$\mathcal{N}\mathcal{N}$	Assessment: let learners identify and say consonant	
	clusters in passages	

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SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class si	ize:				
Day : Period :	Date : Lesson :						
					3		
Strand :	nd :						
					ramatisation and Role Play		
B. Reading		liphthongs					
C. Grammar Usage A			niners				
D. Writing			-	velopment			
E. Using Writing ConventionsE. Using PunctuationF. Extensive ReadingF. Building the Love and Culture of Reading					ling		
F. Extensive Reading Indicator (code)		Building the Love and Culture of Reading 6.3.2. 1.2. B6.4.6.1.2 B6.5.2.1.1 B6.6.1.1.1.					
Content standard (code)		.3.2.		B6.4.6.1.	B6.5.2.1.	B6.6.1.1.	
Performance Indicator	A. Learners can drama						
	B. Learners can use w make meaningful se	ords	with ce	-			
	C. Learners can identif	Learners can identify and use quantifiers: ordinal first, second etc., Some,					
	few/little etc., No/b	few/little etc., No/both, all each/every, Another, other, Fewer, less, etc.					
	D. Learners can use ke	. Learners can use key words, phrases or clauses to introduce the main idea					
	in the paragraph.						
	E. Learners can the o	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,					
		Learners can read and critique a variety of age- and level appropriate books					
	and present a one-p	bage	critical o	commentar	y based on	a set of criteria, on	
	each book read						

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

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

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

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SUBJECT: MATHEMATICS

Week Endin	Week Ending:			Class size:	
Day :			Da	te :	
Period :			Les	son :	
Strand : Number		Sub-str	and : (	Counting, Representatior	n, Cardinality & Ordinality
Indicator (co	ode)	B6.1.1.1.5			
Content standard (code)		B6.1.1.1.			
Performanc	e Indicator	Learners can round (off, up, down) whole numbers up to 100,000 to the nearest ten thousands, thousands, hundreds and tens			
		tivity and Innovation Comn inking and Problem Solving		tion and Collaboration Po	ersonal Development
Keywords					
T. L .R. (s)					
Ref:	Mathemati	cs curriculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter (preparing the brain for learning)	(new learning including a	ssessn	nent)	Plenary / Reflections
Monday	Sing songs like:	Learners round off numbe 10,000 and 1000. For insta			Review the lesson with Learners

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	l'm counting	approximately 130 19,000	),000 and 19	)100 as app	roximately			
	one, what							
	is one	Assessment: have examples						
Tuesday	Sing songs like: I'm counting one, what	Learners round up and differences. To round down lea two approximated the bigger of the t bring the meaning	arners consi I numbers, v wo numbers	der the sma vhile round s. The table	iller of the up considers below may	Review the lesson with Learners		
	is one 1 - One is	214765	Round up	Round down	Round off	$\sim$		
	one alone, alone it shall be.	to the nearest ten	214770	214760	214970			
	shan be.	to the nearest hundred	214800	214700	214800			
		to the nearest thousand	215000	214000	215000			
Wednesda	Sing songs	Assessment: have examples Give two numbers				Review the lesson with		
y	like:	each group and er as many things as	icourage lea	irners to cor	mpare and say	Learners		
	I'm counting one, what is one	instance 234675 a (smaller than) than (greater than) 234 than 253874 etc.	n 253874 or	253874 is b	bigger than			
1	$\sum_{i}$	Assessment: have examples	learners to	practice wit	h more			
Thursday	Sing songs like:	Ask learners to wo down to estimate	-		o and round	Review the lesson with Learners		
	I'm counting one, what is one.	Assessment: have examples	learners to	practice wit	h more			

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

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SUBJECT: SCIENCE CLASS: SIX

Week Endin	g:			Class size:	
Day :			Da	Date :	
Period :			Les	son :	$\mathcal{O}$
Strand : CYC	LES	Sub-s	trand :	EARTH SCIENCE	$\langle \cdot \rangle$
Indicator (co	ode)	B6.2.1.1.1			
Content sta	ndard (code)	B6.2.1.1.			
Performanc	e Indicator	Learners can describe th	ne relati	ve sizes of the earth and s	sun and their importance
Leadership (		tivity and Innovation Con ng and Problem Solving.	nmunica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Pictures			
Ref:	Science cur	riculum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessr	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for learning)				
Monday	Engage	Prior to the lesson task	learner	s to investigate the	What have we learnt
wonady	learners to	Prior to the lesson, task learners to investigate the relative size of the sun in relation to its function in the		today?	
	sing songs	solar system.			
	and recite				Ask learners to
	familiar	Each group presents a re	eport in	class for discussion	summarize the
	rhymes				important points of the
		Assessment: let learners	s descrik	e the relative size of the	lesson
		sun in relation to its fun	ction in	the solar system	

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

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SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
		Developments	Sub-strar	nd : F	Political Developments U	nder Colonial Rule
under Colon	ial Rule in Gh	ana				
Indicator (co	ode)	B6.4.4.1.1				
Content star	ndard (code)	B6.4.4.1.				
Performance	e Indicator	Learners can desc	ribe the fe	atur	es of British colonial rule	in Ghana including 'direct'
		and 'indirect' rule	e, 1874-195	57.		
Core Compe	tencies: Crea	tivity and Innovation	on Commu	inica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	lving.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
		// X /				1
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	luding ass	essn	ient)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Explain the conce	epts of 'dir	'ect'	and 'indirect' rule.	What have we learnt
	learners to	Discuss the features of 'direct' and 'indirect' rule.			today?	
	sing songs			nd 'indirect' rule.		
	and recite					Ask learners to
	familiar					summarize the main
	rhymes	Assessment: let le 'direct' and 'indire		entio	n the features of	points in the lesson
	How					
	different is					

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:	
Day :			Da	:e :	
Period :			Les	son :	
Strand : ALL		Sub-stra	nd · I	My Family and the Comm	unity
	///////////////////////////////////////			viy runniy and the comm	unity
Indicator (co	ode)	B6.1.3.1.1.			
Content standard (code)		B6.1.3.1.			
Performance	e Indicator	Learners can explain the n	eed f	or cordial relationships a	mong family members
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and
-		ng and Problem Solving.			·
Keywords			$\overline{}$		
T. L .R. (s)		Pictures			
Ref:	Our World (	Our People curriculum Pag	ge		
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Tuesday	Engage	Learners in groups, discuss		ides and behaviours of	What have we learnt
	learners to	a responsible family memb			today?
	sing songs	i. taking part in family activ			
	and recite	ii. obedience to elders of t		nily	Ask learners to
	familiar	iii. respect for family mem			summarize the main
	rhymes	iv. accepting responsibility	(perf	orming assigned duties)	points in the lesson
		v. taking initiatives			
		vi. helping needy relatives			

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

Vetted by :	Signature:	Date :
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SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:	
Day :			Da	te :	
Period :			Les	son :	$\sim$
					$\boldsymbol{\lambda}$
	TOR SKILLS AI	ND MOVEMENT Sub-str	and :	MANIPULATIVE SKILLS	
PATTERNS					
Indicator (co	ode)	B6.1.2.1.2			
-	ndard (code)	B6.1.2.1.			
Performance		Learners can perform sim	ple sn	nall stunts while shifting l	base of support from one
		part of the body to the ot	her.		
Core Compe	tencies: Crea	tivity and Innovation Comr	nunica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solving.			
Keywords					
ney wor as					
T. L .R. (s)		cones			
Ref:	PE curriculu	m Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including a	ssessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
Friday	Learners	Learners go through warn	nupst	o make the body	What have we learnt
	jog round a	flexible for performance.	, apo		today?
	demarcate	i. Learners move into sim	ole ste	ps in a rhythm over a	
	d area in	rotatory rope performed			Use answers to
	files while	jump, the rope is withdra	-		summarise the lesson.
	singing and	ii. Learners hop over obst			
	clapping to	foot whiles in motion.			
	warm-up	iii. Learners practices usin	g diffe	rent strategies at their	
	the body	own pace and ability.			

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maxi	mal	
perfo	rman	
ce ar	d to	
preve	ent	
injuri	es	

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	: LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Endin	g:			Class size:	
Day :			Dat	ie :	
Period :			Les	son :	$\mathcal{O}$
Strand : God	l, His Creatior	and Attributes Sub-s	trand : <sup>-</sup>	۲he Environment	
Indicator (co	ode)	B6.1.2.1.1			
Content star	ndard (code)	B6.1.2.1.			
Performance	e Indicator	Learners can explain ho	w huma	nkind and the environme	nt interrelate.
			nmunica	tion and Collaboration Pe	ersonal Development and
Leadership C	ritical Thinkir	ng and Problem Solving.			
Keywords		$\sim$		2.	
T. L .R. (s)		Pictures			
Ref:	RME curricu	ilum Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including	assessn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
	learning)				
Friday	Engage	Through group discuss			What have we learnt
	learners to	ways humankind should			today?
	sing songs	• Let learners, in groups		s the importance of the	A al- la a un a un ta
	and recite familiar	environment to human		oir findings and procent	Ask learners to summarize the main
		<ul> <li>Ask learners to write a to class for discussion:</li> </ul>		en mungs and present	
	rhymes	- our survival depends o	n tha ar	wironmont	points in the lesson
		- leaves and trees provid	ue us wi	in oxygen, ioou anu	
		medicine, etc.			

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SUBJECT: COMPUTING

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	Lesson :		
Strand : Intro	oduction to c	omputing Sub-st	rand :	Technology in the commu	unity	
Indicator (co	ode)	B6.1.4.1.1. B6.1.4.1.2	2.			
Content star	ndard (code)	B6.1.4.1. B6.1.4.1.				
Performance	e Indicator	Learners can defi	ne com	munication		
		<ul> <li>Learners can ider the community.</li> </ul>	ntify th	ree more technological to	ools for communication in	
Core Compe	tencies: Crea	tivity and Innovation Com	munica	tion and Collaboration Pe	ersonal Development and	
Leadership C	Critical Thinkir	ng and Problem Solving.				
Konwordo						
Keywords				J.		
T. L .R. (s)		Laptop	5			
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Put learners into groups		uss communication and	What have we learnt	
	learners to	present findings to the c	lass		today?	
Wednesday	sing songs					
	and recite	Guide learners to mentic		•	Ask learners to	
	familiar	of technology in commu	nicatio	۱.	summarize the main	
	rhymes				points in the lesson	
		Assessment: Let learners		•		
		technological tools for co	ommur	ication in the		
		community				

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SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:	
Day :		Dat	e :		
Devied					
Period :			Les	son :	( ) )
Strand : Per	forming Arts	Sub-stra	nd : [	Planning, Making and Cor	nposing
				<b>C</b> \	
Indicator (co	ode)	B6 2.2.2.1			
Content star	ndard (code)	B6 2.2.2.			
Performance	e Indicator	Learners can experiment w	ith a	vailable performing arts	media and techniques to
		create performing artworks	bas	ed on own views, knowle	dge and understanding of
		artworks produced by some	e inte	ernational performing art	ists
		tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solving.		<b>)</b>	
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	s curriculum			
					1
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections
	(preparing				
	the brain				
	for				
Manalay	learning)				Milest lesus and lesust
Monday	Engage	Learners are to:	naci	tions and norformanass	What have we learnt
	learners to	critically examine the com of some international artist	•	tions and performances	today?
	sing songs and recite		•	norformancos of the	Ask learners to
	familiar	make similar composition international artists studied			summarize the main
				<b>S</b>	
	rhymes	techniques, elements, instr	une	nts, meloules etc. for	points in the lesson
		example:			
		- Song by Bob Marley			
		- Film by Eddie Murphy			

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

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SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:				Class size:		
Day :			[	Date :		
Period :			l	Lesso	n:	
Strand : Rea	ding		Sub-strand	<b>d :</b> vo	cabulary (Sight and cor	itent vocabulary)
Indicator (co	ode)	B6.2.5.1.1 B	6.2.5.1.2			
Content sta	ndard (code)	B6.2.5.1. B	6.2.5.1.			
Performanc	e Indicator		should read dialogues aloud with correct pronunciation and tone. should read long text/passages aloud with correct pronunciation			
-		tivity and Innovati ng and Problem So		nicatio	on and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	ım			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	n g including assessment)			Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<b>-</b>	, help learner correct pron earners read	ers to iuncia d diale	take turns to read tions and tonations.	What have we learnt today? Review the lesson with learners

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

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SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:			
Day :		Date :			
Period :		Lesson :			
Strand :	Sub-stra	nd :			
A. Oral Language	A. D	Dramatisation and Role Play			
B. Reading	B. B	lends and Consonant Clusters			
C. Grammar Usage A	t Word C. P	ronouns			
D. Writing	D. V	/riting as a Process			
E. Using Writing Con	ventions E. U	sing Naming Words/Nouns			
F. Extensive Reading	F. B	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. I	B6.3.3.1. B6.4.9.1. B6.5.3.1. B6.6.1.1.			
Performance Indicator	<ul> <li>B. Learners can o rai (phonemes), includ</li> <li>C. Learners can idention</li> <li>objects of a verb is to Relative pronouns</li> <li>phrase e.g. which, wo one another</li> <li>D. Learners can select learning areas, brain</li> <li>E. Learners can identified</li> <li>F. Learners can read a</li> </ul>	ss personal opinion about moral lessons in sketches Ily produce three-syllable words by blending sounds ing consonant blends ify and use: Reflexive pronouns to emphasis that an the same person as the subject e.g. myself, yourself etc., to link ideas or add information to a noun or a noun where, whose etc., Reciprocal pronouns e.g. each other, t a topic of choice on a national issue or from different nstorm ideas and organize them before writing fy and use nouns or noun phrases to describe conditions. and critique a variety of age- and level appropriate books page critical commentary based on a set of criteria, on			

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or library.	a manila card and a clas		
Ref:	English Language curriculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Guide learners with questions to identify the structure (beginning, middle and ending) of familiar stories, e.g. Maame Akua at the Market.</li> <li>Lead learners to discuss the plot of the particular story chosen.</li> <li>Guide learners to role-play the story as others listen and observe and relate them to real life situations.</li> <li>Using an example from the story guide learners to identify some moral values.</li> <li>Learners express personal opinions about the moral lessons identified.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Revise consonant blends and clusters using several spelling patterns e.g. bl, br, cl, cr, gl, gr, spr, scr, str, chr.</li> <li>Drill the pronunciation of the consonant blends and clusters in isolation and in words.</li> <li>Learners work in groups to identify and list words having the blends and clusters.</li> <li>Have learners read the words in isolation and in context</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
		Have learners read the words in isolation and in			

VANA FIIFI ACC Wednesday	-	C.GRAMMAR	What have we learnt
,	learners to	<ul> <li>Use a text to revise the different pronouns learnt in</li> </ul>	today?
	sing songs	B1-B5.	
	and recite	<ul> <li>Introduce reflexive pronouns with examples in</li> </ul>	Ask learners to
	familiar	sentences.	summarize the main
	rhymes	<ul> <li>Discuss the reflexive pronouns with learners.</li> </ul>	points in the lesson
		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     propound	
		pronouns.	
		Assessment: let learners identify reflexive pronouns,	
		and use the pronouns identified in sentences.	
Thursday	Engage	D.WRITING	What have we learnt
,	learners to	<ul> <li>Scaffold the writing process.</li> </ul>	today?
	sing songs	i. Pre-writing	
	and recite	Have learners select and discuss a national issue with	Ask learners to
	familiar	their partners.	summarize the main
	rhymes	<ul> <li>Have learners brainstorm to generate as many ideas</li> </ul>	points in the lesson
		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	
		Bush fires	
		Businines	
		Causes Effect(s) Solution(s)	
		Assessment: let learners select a topic of choice on a	
		national issue and write about it	
	$\langle \rangle \rangle$		
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to		today?
	sing songs	Identify and use nouns or noun phrases to describe	
	and recite	conditions.	Ask learners to
	familiar		summarize the main
	rhymes	Assessment: let learners, use hours or hour phrases to	points in the lesson
		Assessment: let learners use nouns or noun phrases to describe conditions	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
induy	learners to		
			what they read to the
	choose and	• Lead discussion on the importance of reading widely.	whole class
	read books		

•			
	during the	<ul> <li>Have learners read books of their choice</li> </ul>	
	library	independently during the library period.	
	period	<ul> <li>Learners think-pair-share their stories with peers.</li> </ul>	
		<ul> <li>Ask each learner to write a-two-paragraph summary</li> </ul>	
		of the book read.	
		<ul> <li>Invite individuals to present their work to the class for</li> </ul>	
		feedback.	
		<ul> <li>Encourage them to visit the local library to read and</li> </ul>	
		borrow books.	
		<ul> <li>Encourage them to share whatever they read with</li> </ul>	
		their mates	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on	
		each book read	

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SUBJECT: MATHEMATICS

Week Ending:				Class size:			
Day :				te :			
Period :				Lesson :			
Strand : Nun	nber	Su	ub-strand :	Counting, Representatior	n, Cardinality & Ordinality		
Indicator (co	ode)	B6.1.1.1.6	B6.	B6.1.1.2.1			
Content star	ndard (code)	B6.1.1.1.	B6	B6.1.1.2.			
	tencies: Crea	to and from : • Learners can	1,000,000 recognise l Communica	forwards and backwards Roman Numerals system ation and Collaboration P			
Kaunanda							
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematio	cs curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning includ	ling assessr	nent)	Phase 3: Plenary / Reflections		
Monday	Sing songs like:	ngs Put learners into convenient mentions a number and and		-	Review the lesson with Learners		

NANA FIIFI ACO			
<u>NANA FIIFI ACC</u>	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, 777685etc. 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, 777685etc. 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
Wednesda y	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	Review the lesson with Learners

		Assessment: have learners to practice with more examples	
Thursday	Sing songs like: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 chart1 - One is one alone, alone it shall be.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
Friday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	examples 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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SUBJECT: SCIENCE CLASS: SIX

Lesson :				
elopment				
Pictures				
Reflections				
e we learnt				
rs to				
e the				
points of the				

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

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SUBJECT: HISTORY

Week Ending:				Class size:	
Day :		Date :			
Period :	Lesson :				
Strand : Colonisation and	Developments unde	r Sub-s	trand : P	olitical Developments Under Colonial	
Colonial Rule in Ghana		Rule		$\langle \mathcal{O} \rangle$	
Indicator (code)		B6.4.4.1.1			
Content standard (code)		B6.4.4.1.	$\langle \rangle$		
Performance Indicator				the features of British colonial rule in ct and 'indirect' rule, 1874-1957.	
Core Competencies: Crea Leadership Critical Thinkin			on and C	Collaboration Personal Development and	
Keywords					
T. L .R. (s)		Pictures			
Ref:	History c	urriculum Pa	ge		
DAY	Phase 1:	Phase 2: Ma	'n	Phase 3:	
		(new learning including F assessment)		ng Plenary / Reflections	
sing songs and a		Discuss the a and disadvar 'direct' rule	-	-	
	How different is 'direct' rule from 'indirect' rule?	Assessment: mention adv disadvantage	antages	and	

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :			Dat	:e :			
					$\frown$		
Period :			Les	Lesson :			
Strand : ALL ABOUT US Sub-stran			nd : I	nd : Home and School			
Indicator (co	ode)	B6.1.4.1.1					
Content standard (code) B6.1.4.1.							
Performance Indicator         Learners can identify ways			s of p	of promoting food safely			
Core Compe	tencies: Crea	tivity and Innovation Comm	unica	tion and Collaboration Pe	ersonal Development and		
		ng and Problem Solving.					
Keywords			$\overline{}$				
···· <b>/</b> ······							
T. L .R. (s)		Pictures	ctures				
Ref:	Our World (	Dur People curriculum Pa	ge				
DAY	Phase 1:	Phase 2: Main	Phase 3:				
	Starter	(new learning including as	sessn	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners discuss ways of e	What have we learnt				
	learners to	hands well, cover food we	today?				
	sing songs	cooked food hot					
	and recite		Ask learners to				
	familiar	Assessment: Let learners	summarize the main				
	rhymes	safely points in the lesson					
Thursday	Engage	Learners demonstrate how to cook and serve hot food What have we learnt			What have we learnt		
	learners to	safely today?					
	sing songs						

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

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

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SUBJECT: PHYSICAL EDUCATION

Week Ending:		Class size:					
Day :		1	Date	Date :			
Period :		I	Lesson :				
Strand : MO	Strand : MOTOR SKILLS AND MOVEMENT		Sub-strand : MANIPULATIVE SKILLS				
PATTERNS						$\sim$	
Indicator (code) B6 1.2.1.3							
Content standard (code) B6 1		B6 1.2.1.	36 1.2.1.				
Performance Indicator		Learners can change direction quickly to maintain ones' balance whiles running					
		with an object thre	ough obsta	acles.			
Core Compe	tencies: Crea	tivity and Innovatio	on Commun	nicati	on and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solv	ving.				
Keywords			$\square$		) (		
T. L .R. (s)		cones					
Ref:	PE curriculu						
ner.		in luge					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning including assessment)			Plenary / Reflections		
	(preparing						
	the brain						
for							
	learning)						
Friday Learners Learners go th			gh adequat	te wa	arm up. Arrange a set	What have we learnt	
	jog round a	of cones in a straight line. Learners walk through the			today?		
	spaces within the	cones. Lear	rners	jog through and stop			
d area in files while		at every cone/station to change direction. Learners run			Use answers to		
		and stop in front of a cone and change direction.			summarise the lesson.		
	singing and	Learners practice the skill at their own pace. Learners					
	clapping to	cool down to end the lesson.					
	warm-up						
	the body						
	for						
	maximal						

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performan							
ce and to							
prevent							
injuries							

Vetted by :	Signature:	Date :
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending: Class size:						
Day :			Da	te :		
Period :			Les	son :	$\langle \rangle \rangle$	
Strand : God	l, His Creatior	and Attributes	Sub-strand :	The Environment		
Indicator (co	ode)	B6. 1.2.1.2:				
Content star	ndard (code)	B6. 1.2.1.				
Performance	e Indicator	Learners can explai	in the religiou	is and moral lessons in pre	eserving the environment.	
Core Competencies: Crea Leadership Critical Thinki		•		ition and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page	$\mathcal{O}$			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	iding assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Engage			ne religious and moral	What have we learnt	
	learners to	lessons in preservi	-		today?	
	sing songs		account for I	nis or her stewardship of		
	and recite	the environment,			Ask learners to	
	familiar	- to promote healt	•		summarize the main	
	rhymes	- to respect other o	-		points in the lesson	
		- it is a command f				
		•		rs, let learners show		
		how they can prese	erve the envi	ronment:		
		- Afforestation,				
		- proper methods o	-	hunting,		
		<ul> <li>proper disposal o</li> </ul>	t retuse,			

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

Date : .....

SUBJECT: COMPUTING

CLASS: SIX

Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Les	son :	$\sim$	
Strand : PRE	SENTATION	Sub	b-strand :	NTRODUCTION TO MS-P	OWERPOINT	
WORD PROC	CESSING	INT	FRODUCTIO	ON TO MS-POWERPOINT		
Indicator (co	ode)	B6.2.1.1.1. E	B6.3.1.1.1			
Content star	ndard (code)	B6.2.1.1. E	B6.3.1.1.			
Performance	e Indicator	<ul> <li>Learners can d</li> </ul>	demonstra	te how to use the File me	enu, the Insert and Design	
		Ribbon from B	35.			
		<ul> <li>Learners can d</li> </ul>	demonstra	te how to use the File me	nu and Insert, Design, and	
		Layout Ribbon	ns from B5			
-		tivity and Innovation C ng and Problem Solving		ition and Collaboration Po	ersonal Development and	
Keywords				9		
T. L .R. (s)						
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includir	ng assessr	nent)	Plenary / Reflections	
	(preparing	$\langle \rangle$				
	the brain					
	for					
	learning)		<b>E</b> .1			
	Engage	Guide learners to use	e File menu	, Insert and Design	What have we learnt	
Wednesday	learners to	Ribbons			today?	
Wednesday	sing songs		<b>F</b> :1.	lucent Design and		
	and recite	Guide learners to use	e File menu	, insert, Design and	Ask learners to	
	familiar	Layout Ribbon.			summarize the main	
	rhymes	Accorrected	oro docert	hathawaa of Filamana	points in the lesson	
				be the use of File menu,		
		Insert, Design and Lay	νουτ κισσο	[]		

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

SUBJECT: CREATIVE ARTS

Week Endir			Class size:		
Day :			Da	e:	
Period :			Les	son :	
			<u> </u>		
Strand : Vis	sual Arts	Sub-stra	and:	Planning, Making and Co	mposing
1					
Indicator (c	-	B6 1.2.3.1			
	andard (code)	B6 1.2.3.			
Performance	ce Indicator				works based on own views,
		artists studied	uing o	r the medium and style d	of some international visual
Coro Comp	atoncios: Croa	tivity and Innovation Comm	unica	tion and Collaboration [	Personal Development and
-		ng and Problem Solving.	iunica		
p					
Keywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
					1
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning including as	ssessn	nent)	Plenary / Reflections
	(preparing				
•	the brain for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
wonday	learners to	<ul> <li>present and share design</li> </ul>		ents that reflect	today?
	sing songs	knowledge and understan		•	
		culture of some communit	•	•	
1	and recite	CUILULE OF SOME COMMUNIC			Ask learners to
	and recite			·	Ask learners to summarize the main
	familiar	I demonstrate embedded	know	ledge, skill and	summarize the main
			know ion ar	ledge, skill and d use of selected	

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		media: materials (oil paint, clay, paper, cement, stone, yarns, fabric etc.), tools (craft tools, carving tools, brushes, modelling tools, etc.)	
		<ul> <li>methods and techniques: painting, modelling, casting, carving, slabbing, pinching, coiling, sewing, stitching, printing, weaving, dyeing, embossing, quilling, etc.;</li> <li>make own artworks similar to the works and style of the international artists studied using available materials and tools from the local environment;</li> </ul>	
		I 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 are to:	What have we learnt
-	learners to	Present and share design concepts that reflect	today?
	sing songs	knowledge and understanding of the history and	
	and recite	culture of some communities in the world;	Ask learners to
	familiar		summarize the main
	rhymes	I demonstrate embedded knowledge, skill and	points in the lesson
	,	experience in the application and use of selected	
		medium and style of an international artist: e.g.	
		P elements and principles of art	
		Immedia: materials (oil paint, clay, paper, cement,	
	$\langle \rangle \rangle$	stone, yarns, fabric etc.), tools (craft tools, carving tools,	
	$\sim$	brushes, modelling tools, etc.)	
	$\geq$	Image: methods and techniques: painting, modelling, casting,	
		carving, slabbing, pinching, coiling, sewing, stitching,	
		printing, weaving, dyeing, embossing, quilling, etc.;	
		I make own artworks similar to the works and style of	
		the international artists studied using available materials and tools from the local environment;	
		I 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	

Vetted by :....

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

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

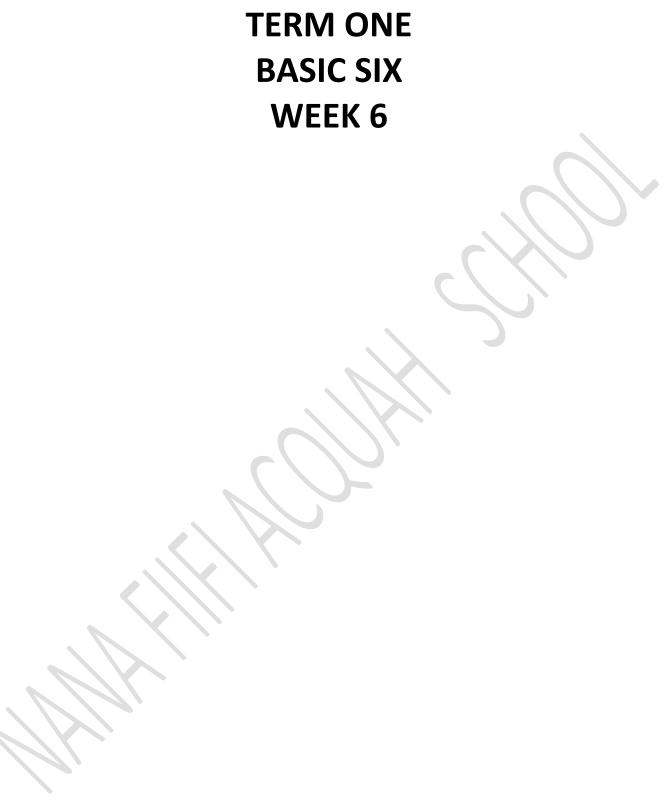
Week Ending:				Class size:	
Day :		Da	te :		
Period :			Les	ison :	
Strand : Wri	ting	Sub	-strand :	Penmanship/Handwriting	
Indicator (co	ode)	B6.3.1.1.1			
Content star	ndard (code)	B6.3.1.1.			
Performance	e Indicator	Learners should pay at easy to write.	ttention t	o ascending and descend	ing letters that are not
				ation and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Manila cards, markers	, recorde	d audios visual	
Ref:	Ghanaian La	nguage curriculum			
DAY	Phase 1:	Phase 2: Main			Phase 3:
	Starter	(new learning includin	g assessr	nent)	Plenary / Reflections
	(preparing the brain				
	for				
	learning)				
	Engage	Give learners longer	sentence	s on flashcards to read.	What have we learnt
	leaners to	<ul> <li>Show the flashcards</li> </ul>	to the lea	irners.	today?
	sing songs	• Assist learners pay a	ttention t	o ascending and	
	and recite	descending letters that	t are not	easy to write.	
	familiar	• Give list of words and	d allow le	arners to write correct	
	rhymes	sentences from them.			
					Review the lesson with
					learners

rrect sentences from
on flashcards to read. What have we learnt
ners. today?
ascending and
isy to write.
ners to write correct
Review the lesson with
rrect sentences from learners
on flashcards to read. What have we learnt
today?
ascending and
sy to write.
mers to write correct
Review the lesson with
rrect sentences from learners

.....

Vetted by :....

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



SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-stranc	d.:		
A. Oral Language	A. Cor	nversation		
B. Reading	B. Voo	cabulary		
C. Grammar Usage At Wor	d C. Pro	onouns		
D. Writing	D. Wr	D. Writing as a Process		
E. Using Writing Conventio	ons E. Usi	ing Naming Words/Nouns		
F. Extensive Reading	F. Bui	ilding the Love and Culture of Reading		
Indicator (code) (B6.1	L.6.1.1. B6.1.6.2.1) B6.2	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	L.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	A. Learners can describ	be/talk about objects/personalities/ events in the		
	country and the wor	rld. 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		
В	adjectives and adverb	Learners can use level-appropriate content words (nouns, verbs, adjectives and adverbs) and function words (prepositions) appropriately in spoken and written communication.		
C	•	and use: reflexive pronouns to emphasis that an		
		he same person as the subject e.g. myself, yourself		
	•	ns to link ideas or add information to a noun or a ch, where, whose etc., Reciprocal pronouns e.g. each		
	other, one another			
C		lop ideas into a three-paragraph draft without		
		ting conventions, linking ideas within and across		

Core Comp	etencies: Crea	paragraphs with a wider range of cohesive devic other hand, however. E. Learners can identify and use: proper organisations/events, Count/non-count, Singular without plural marker, Gender, F. Learners can read and critique a variety of age- and and present a one-page critical commentary bas each book read ntivity and Innovation Communication and Collaboration P ng and Problem Solving.	nouns to refer to , Plural (regular, irregular), nd level appropriate books sed on a set of criteria, on
P		<u> </u>	
Keywords			$\sim$
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting or	n a manila card and a class
		library.	
Ref:	English Lan	guage curriculum Page	
DAY	Phase 1:	Phase 2: Main	Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE <ul> <li>Revise previous discussions on the following:</li> <li>Objects – objects found in class, at home etc.</li> <li>Dates – dates of birth.</li> <li>Time – various times at school in the day e.g. break time.</li> <li>Names of regions – Central, Ashanti, Northern, etc.</li> <li>Lead a discussion on:</li> <li>Personalities – e.g. role models, MPs, head of institution</li> <li>Event – festivals, games, special occasions e.g.</li> <li>Christmas</li> <li>Guide learners to use appropriate vocabulary in the discussion.</li> <li>Encourage learners to ask and answer questions for clarification of other learners' opinions.</li> </ul> </li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
		• Demonstrate the activity/show or play it on the tape /video	

NANA FIIFI ACC	20AN		
		<ul> <li>Have groups/pairs converse on given topics as others observe and critique/ask questions for clarification</li> <li>Encourage participants in a conversational to listen attentively and maintain eye contact</li> </ul>	
		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	<ul> <li>B.READING</li> <li>Using examples, explain simply the two groups of words.</li> <li>Elicit sentences and have learners identify the two categories of words from their sentences.</li> <li>Have sentences on sentence strips on the board or cardboards and have learners identify the function words and content words.</li> <li>Have learners make meaningful sentences on their own and share with peers or in groups.</li> </ul>	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	<ul> <li>content words to make meaningful sentences</li> <li>C.GRAMMAR <ul> <li>Use a text to revise the different pronouns learnt in B1-B5.</li> <li>Introduce reflexive pronouns with examples in sentences.</li> <li>Discuss the reflexive pronouns with learners.</li> <li>Provide a passage and group learners to identify reflexive pronouns, and use the pronouns identified in sentences.</li> <li>Repeat the procedure to teach relative and reciprocal pronouns.</li> </ul> </li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
N		Assessment: let learners use reflexive pronouns, relative pronouns and reciprocal pronouns in sentences	
Thursday	Engage learners to sing songs and recite familiar	D.WRITING Put learners into groups to develop their ideas in B6.4.9.1.1 into a three-paragraph draft	What have we learnt today? Ask learners to summarize the main
	rhymes	Assessment: let learners develop ideas into a three- paragraph draft	points in the lesson

NANA FIIFI ACO	1	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Friday	Engage learners to sing songs	Revise all the types of nouns with learners (refer to B1-B5).	today?
	and recite	Provide learners with opportunities to further	Ask learners to
	familiar	practice using these nouns.	summarize the main
	rhymes	E.g.	points in the lesson
	,	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.	$\sim 1$
		e.g. a pair drill for singular/plural nouns	
		– Learner "A" gives a noun – mango	
		<ul> <li>Learner "B" gives its plural form "mangoes" and uses</li> </ul>	
		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	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of reading</li> </ul>	whole class
	read books	widely.	
	during the	<ul> <li>Have learners read books of their choice</li> </ul>	
	library	independently during the library period.	
	, period	Learners think-pair-share their stories with	
	P = = .	peers.	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		Invite individuals to present their work to the	
		class for feedback.	
		Experience there to visit the level library to read	
	>>	<ul> <li>Encourage them to visit the local library to read</li> </ul>	
		and borrow books.	
		and borrow books.	
		<ul><li>and borrow books.</li><li>Encourage them to share whatever they read</li></ul>	
		<ul><li>and borrow books.</li><li>Encourage them to share whatever they read with their mates</li></ul>	
		<ul> <li>and borrow books.</li> <li>Encourage them to share whatever they read with their mates</li> <li>Assessment: let learners read and critique a variety of</li> </ul>	

Vetted by :	Signature:	Date :

SUBJECT: MATHEMATICS

Week Endin	g:			Class size:			
Day :				ate :			
Period :			Le	Lesson :			
Strand : Number Sub-strai			b-strand :	Counting, Representation	n, Cardinality & Ordinality		
Indicator (co	ode)	B6.1.1.2.2					
Content star	ndard (code)	B6.1.1.2.					
Performance	e Indicator	Learners can count a 100 (C) and vice vers		rt Hindu Arabic numbers	to Roman numerals up to		
				ation and Collaboration P	ersonal Development and		
Leadership (	Critical Thinki	ng and Problem Solving	g.				
Keywords							
T. L .R. (s)		Counters					
Ref:	Mathematio	cs curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning includi	ng assess	ment)	Plenary / Reflections		
Monday	Sing songs like:	Learners read the cha backwards, vertically and randomly withou	Review the lesson with Learners				

NANA FIIFI ACO	QUAN		
	l'm counting	2-3 learners to read to the class. Call a Roman numeral and ask learners to write	
	one, what is one	Assessment: have learners to practice with more examples	
Tuesday	Sing songs like: I'm	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,	Review the lesson with Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm	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	Review the lesson with Learners
	counting one, what is one	similar puzzles for their friends to solve. 1) $x + \Box = xv$ (i) $xx - \Box = x$	
	1 - One is one alone, alone it	2) $X + \square = XX$ 7) $XXV - \square = XX$ 3) $XXX + \square = XXXV$ 8) $X - \square = V$	
	shall be.	<ul> <li>4) XL + = L</li> <li>9) XXX - = XXVII</li> <li>5) V + = XX</li> <li>10) L- = XX</li> <li>Assessment: have learners to practice with more</li> </ul>	
		examples	
Thursday	Sing songs like: I'm counting one, what	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.	Review the lesson with Learners
	is one 1 - One is one alone, alone it shall be.	1) $X + \square = XV$ 6) $XX - \square = X$ 2) $X + \square = XX$ 7) $XXV - \square = XX$ 3) $XXX + \square = XXXV$ 8) $X - \square = V$ 4) $XL + \square = L$ 9) $XXX - \square = XXVII$	
		5) V + = XX 10) L- = XX	

		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) $X + \square = XV$ 6) $XX - \square = X$ 2) $X + \square = XX$ 7) $XXV - \square = XX$ 3) $XXX + \square = XXXV$ 8) $X - \square = V$ 4) $XL + \square = L$ 9) $XXX - \square = XX$ 5) $V + \square = XX$ 10) $L - \square = XX$ Assessment: have learners to practice with more examples	Review the lesson with Learners

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

SUBJECT: SCIENCE CLASS: SIX

Week Endin	g:			C	lass size:	
Day :				Date	:	
Period :				Lesso	n :	
Strand : CYC	LES		Sub-stran	d:LIF	E CYCLES OF ORGANI	SMS
Indicator (co	ode)	B6.2.2.1.1				
Content star	ndard (code)	B6.2.2.1.				
Performance	e Indicator	Learners can kno	ow the m	nateria	als needed for the	survival of plants in the
		environment (wat	er, carbon	dioxi	de, oxygen, sunlight)	
		tivity and Innovationg and Problem Solv		nicatio	on and Collaboration	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main	2			Phase 3:
	Starter	(new learning inclu	uding asse	essme	nt)	Plenary / Reflections
	(preparing					
	the brain					
	for					
D. d. a. v. al av v.	learning)					M/h at have we have
Monday	Engage learners to		lesson on	comp	osition and uses of	What have we learnt
	sing songs	air.	on loornor	rs invo	stigate the materials	today?
	and recite	required for plant		IS IIIVE	stigate the materials	Ask learners to
	familiar	Learners present		lings c	on the materials	summarize the
	rhymes	required for plant		ings c		important points of the
	inymes			learr	iers show sources and	
		•	•		erials into the plants.	

		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	<ul> <li>Learners are guided to conduct an experiment to</li> </ul>	What have we learnt
	learners to	show the effect of water on plants' survival.	today?
	sing songs	<ul> <li>Learners are assigned to find out the specific</li> </ul>	Ask learners to
	and recite	functions of oxygen, carbon dioxide, sunlight and water	summarize the
	familiar	in the survival of plants.	important points of the
	rhymes		lesson
		Assessment: let learners explain the specific functions	
		of oxygen, carbon dioxide, sunlight and water in the	
		survival of plants	

Vetted by :.....

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

SUBJECT: HISTORY

Week Endin	g:				Class size:	
Day :			Date :			
Period :			Les	son :		
Strand : Cold	Strand : Colonisation and Developments Sub-strai			nd : F	Political Developme	nts Under Colonial Rule
under Colon	ial Rule in Gh	ana				
Indicator (co	ode)	B6.4.4.1.1				
Content sta	ndard (code)	B6.4.4.1.				)
Performanc	e Indicator	Learners can desc and 'indirect' rule			es of British colonia	I rule in Ghana including 'direct'
		tivity and Innovation ng and Problem Sol		inica	tion and Collaborat	ion Personal Development and
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page	$\sim$			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assess			ient)	Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Assessment: let learners mention advantages and disadvantages of 'direct'today?Ask learners to summarize the mentionAsk learners to summarize the mention				
Thursday	Engage learners to sing songs and recite	Role play indirect rule in the Gold Coast. What have we learnt today?				

## NANA FIIFI ACQUAH familiar Assessment: let learners mention advantages and disadvantages of 'indirect' rule Ask learners to summarize the main points in the lesson Vetted by :..... Signature: ..... Date : .....

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Les	son :	$\langle 0 \rangle$
Strand : ALL	AROUND US		Sub-stran	i <b>d :</b> ⊺	he Environment and the	e Weather
Indicator (co	ode)	B6.2.1.1.1.				)
Content star	ndard (code)	B6.2.1.1.				
Performance	e Indicator	Learners can plan	it trees in t	their	communities as a civic	duty
-		tivity and Innovations and Problem Solv		nica	tion and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	lum Page	è		
DAV	Dhave 4					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing	(new learning incl	uding asse	essm	ient)	Plenary / Reflections
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners discuss t	he importa	ance	of trees in their	What have we learnt
	learners to	communities e.g.	clean air, s	shad	e	today?
	sing songs					
	and recite					Project activities
	familiar	Assessment: Let l	earners m	enti	on the importance of	include:
	rhymes	trees in their com	munities			a visit to the forestry
						commission for
						seedlings

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

Vetted by :..... S

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

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class size:		
Day :			D	ate :		
Period :			Le	esson :	$\sim$	
Strand : MO	TOR SKILLS A	ND MOVEMENT S	ub-strand	MANIPULATIVE SKILI	S	
PATTERNS						
Indicator (co	ode)	B6.1.2.1.4:				
Content star	ndard (code)	B6.1.2.1.				
Performance	e Indicator	Learners can strike a	a tossed ba	ll with the hands abo	ve the forehead (tennis serve).	
		tivity and Innovation ng and Problem Solvii		ation and Collaborati	on Personal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includ	ding assess	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Organise learners w			What have we learnt	
	jog round a	Learners toss a ball and strike it with the palm or fist		•		
	demarcate	(overhead) to a target bases on their ability. Learners				
	d area in			onal) by striking a tos		
	files while		•	astery of tennis serve.	summarise the lesson.	
	singing and	Learners play mini v	volleyball st	arting with tennis a		
	clapping to	serve.				
	warm-up					
	the body					
	for					
	maximal					

NANA FIIFI ACQUAH						
performan						
ce and to						
prevent						
injuries						

Vetted by :	Signature:	Date :
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•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date :		
Period :				Les	son :	
Strand : Goo	d, His Creatior	and Attributes	Sub-stran	n <b>d :</b> ⊺	he Environment	
Indicator (co	ode)	B6. 1.2.1.2:				
Content sta	ndard (code)	B6. 1.2.1.				
Performanc	e Indicator	Learners can expla	in the reli	giou	s and moral lessons in pr	eserving the environment.
		tivity and Innovation ng and Problem Solv		inica	tion and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page		}		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)			Phase 3: Plenary / Reflections	
FridayEngage learners to sing songs and recite familiarLet learners do a project of environment: tree-planting, school environment, etc. and recite familiarHave learners write about t rhymesHave learners write about t for class discussion.Assessment: let learners exp preserving the environment			clea heir olain	n-up exercises in the project work findings	What have we learnt today? Ask learners to summarize the main points in the lesson	

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

SUBJECT: COMPUTING

Week Ending:				Class size:		
Day :			Da	te :		
Period :			Le	sson :	$\sim$	
Strand : PRC	GRAMMING	AND DATABASES Su	b-strand :	INTRODUCTION TO DAT	ABASES, ALGORITHM AND	
		PR	OGRAMM	ING. LANGUAGES		
Indicator (co	ode)	B6.5.1.1.1 B6.5	5.1.1.2	B6.5.1.1.3.		
Content star	ndard (code)	B6.5.1.1. B6.5.1	1.1. B	5.5.1.1.		
Performance	e Indicator	Learners can	describe D	atabases		
		<ul> <li>Learners can i</li> </ul>	identify da	tabases and data struct	ures	
		Learners can	explain Fu	ndamental Database cor	ncepts	
-		-		ation and Collaboration	Personal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving	g.			
Konwordo			$\sim$			
Keywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning includi	ing assessi	ment)	Plenary / Reflections	
	(preparing					
	the brain	$\langle \rangle$				
	for					
	learning)		1 11			
	Engage		gh discuss	on in groups, to list and		
Madaacday	learners to	describe databases			today?	
Wednesday	sing songs					
	and recite	Guide learners to ide	•		Ask learners to	
	familiar			tion of record type and	summarize the main	
	rhymes	field type definitions	that comp	rises the database	points in the lesson	
		Cuido loornoro to arr	olu +b o f	domontal databasa		
		Guide learners to app				
		concepts to a sample	e uatabase			

	Assessment: Let learn	ers explain Fundamental	
	Database concepts		
ted by :		. Signature:	Date :
		5	
		55	

SUBJECT: CREATIVE ARTS

Week Ending:				Class size:		
Day :				Date :		
Period :			Les	son :	$\langle \rangle \rangle$	
Strand : Per	forming Arts	Sub-	-strand : F	Planning, Making and Cor	nposing	
Indicator (co	ode)	B6 2.2.3.1				
Content sta	ndard (code)	B6 2.2.3.				
Performanc	e Indicator	Learners can create ow	vn perforr	ning artworks based on o	wn views, knowledge and	
		understanding of the	techniqu	es and styles of some	international performing	
		artists studied		$\langle \rangle$		
-		•		tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.	$\langle \rangle$			
Keywords			$\rightarrow$			
Reywords						
T. L .R. (s)						
Ref:	Creative Art	s curriculum	5			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessn	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to:			What have we learnt	
	learners to	Present and share concepts that reflect knowledge		today?		
	sing songs	and understanding of t		y and culture of some		
	and recite	communities in the wo	,		Ask learners to	
	familiar	demonstrate embed		•	summarize the main	
	rhymes			d use of techniques and .	points in the lesson	
		style of an internationa		compose own music,		
		dance, drama, poetry,				
		Compose and share of the second share of the second				
		poems similar to the w	orks and	style of the		

VANATINTACC		-	
		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 are to:	What have we learnt
	learners to	Present and share concepts that reflect knowledge	today?
	sing songs	and understanding of the history and culture of some	
	and recite	communities in the world;	Ask learners to
	familiar	I demonstrate embedded knowledge, skill and	summarize the main
	rhymes	experience in the application and use of techniques and	points in the lesson
		style of an international artist to compose own music,	
		dance, drama, poetry, etc.;	
		I 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	

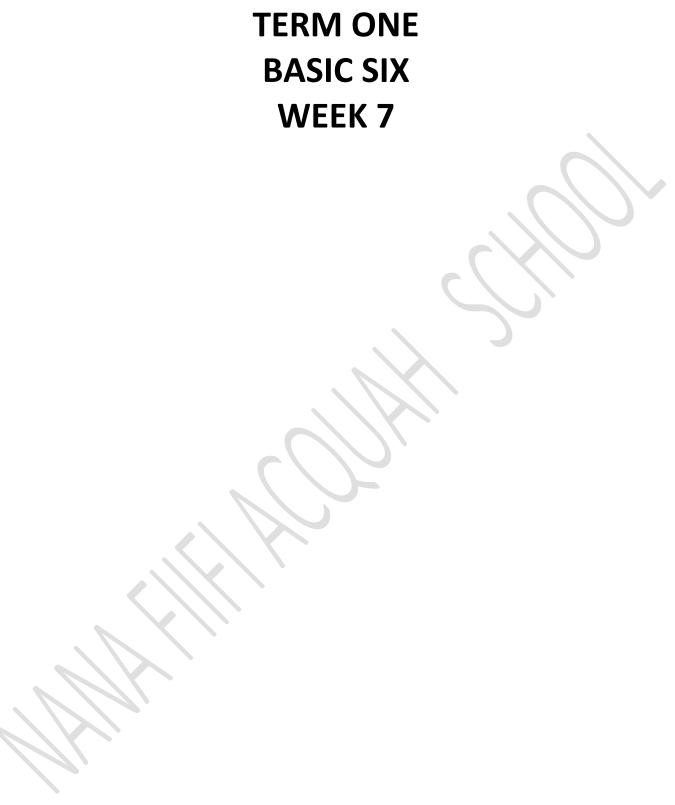
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SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:				Class size:	
Day :			Da	nte :	
Period :			Le	sson :	
Strand : Con	nposition Wri	ting	Sub-strand :	Narrative Writing	
Indicator (co	ode)	B6.4.1.1.1 B6.	4.1.1.2 B	5.4.1.1.3	
Content star	ndard (code)	B6.4.1.1. B6.4	4.1.1. B	5.4.1.1.	
-	t <b>encies</b> : Crea	in which t <ul> <li>Learners s</li> <li>witnessed</li> <li>Learners s</li> </ul>	in which they were involved		
Keywords					
T. L .R. (s)		Manila cards, ma	rkers, recorde	d audios visual	
Ref:	Ghanaian La	anguage curriculu	m		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assess	ment)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Discuss with lea composition.</li> <li>Show a sample structure and key</li> </ul>	of a narrative	write a narrative writing and discuss its	What have we learnt today?

	<ul> <li>Ask learners to narrate to the class an activity in which they took part.</li> <li>Discuss the narration from the learner.</li> <li>Assist learners to write a report or an account of a particular event or activity in which they were involved</li> </ul>	Review the lesson with learners
Engage	Assessment: let learners write a report or account of a particular events or activity in which they were involved • Discuss with learners key points in writing a narrative	What have we learnt
leaners to sing songs and recite familiar rhymes	<ul> <li>Obscuss with learners key points in writing a narrative composition.</li> <li>Ask a learner to narrate an event witnessed to the class.</li> <li>Assist learners towrite a brief report on an event or activity e.g. rainfall, storm, drought they have</li> </ul>	today?
	witnessed. Assessment: let learners write a brief report on an event or activity they have witnessed	Review the lesson with learners
Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Discuss with learners types of narrative writing.</li> <li>Put learners in groups to discuss an event that took place in the school, home or community etc.</li> <li>Assist learners to write a report or account of a particular event or activity.</li> </ul>	What have we learnt today?
	Assessment: let learners write a report or account of a particular event or activity	Review the lesson with learners

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SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:			
Day : Period :		Dat	son :			
renou .		Les				
Strand :	Sub-	strand :				
A. Oral Language	A. Listening Comprehension					
B. Reading	B. Vocabulary					
C. Grammar Usage A	C. Grammar Usage At Word C. Adjectives					
D. Writing	C	). Narrat	ive Writing			
E. Using Writing Conventions E. Using Naming Words/Nouns						
F. Extensive Reading 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	meaning from le beginning, mido B. Learners can us synonym, antor expressions. C. Learners can us	<ul> <li>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</li> <li>B. Learners can use the following terms: compound words, idiom, simile, synonym, antonym, pre-fix, suffix, phrasal verb etc. in spoken and written expressions.</li> <li>C. Learners can use comparatives forms of regular and irregular adjectives to make comparisons</li> </ul>				
e.g. regular: fastest, irregular: better			etter			
D. Learners can revie		view, an	w, 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			l use: proper nouns to refer to			
	-		unt/non-count, Singular, Plural (regular, marker, Gender,			

Leadership	o Critical Thinkir	F. Learners can read and critique a variety of age- ar and present a one-page critical commentary bas each book read tivity and Innovation Communication and Collaboration Pa ng and Problem Solving.	ed on a set of criteria, or		
Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE <ul> <li>Have learners listen to teacher-read texts or video/audio recording on familiar topics.</li> <li>Model the visualisation strategy to make meaning from texts heard.</li> <li>Encourage learners to practise constructing meaning from the texts or play.</li> </ul> </li> <li>Referring to a recently read story, assist learners to identify the sequence of events in the story.</li> <li>e.g. The beginning, middle, and ending.</li> <li>Groups choose a story read or heard and identify the plot structure and list events at the beginning, middle and at the end</li> </ul> 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	<ul> <li>B.READING</li> <li>Introduce the terms one at a time using several examples.</li> <li>Let learners identify the terms in the texts and stories they read.</li> <li>Have learners use idioms, similes, compound words, synonyms, antonyms etc. in meaningful sentences</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		

		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	<ul> <li>D.WRITING</li> <li>Have learners review their first draft by reading it slowly and critically several times to identify words/expressions that need to be cancelled.</li> <li>Guide learners with the questions below:</li> <li>iv. Are your ideas in order and easy to understand?</li> <li>v. Are all the sentences talking about the main idea of the paragraph?</li> <li>vi. Are all the paragraphs talking about the topic?</li> <li>Have learners read their partners' draft and offer suggestions.</li> <li>Encourage learners to make as many changes as are necessary to improve their drafts.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

NANA FIIFI ACO	1		What have we learnt
Friday	Engage learners to sing songs	<ul> <li>E.WRITING CONVENTION AND GRAMMAR USAGE</li> <li>Revise all the types of nouns with learners (refer to B1-B5).</li> </ul>	What have we learnt today?
	and recite	Provide learners with opportunities to further	Ask learners to
	familiar	practice using these nouns.	summarize the main
	rhymes	E.g.	points in the lesson
	,	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.	$\sim \sim$
		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	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of reading</li> </ul>	whole class
	read books	widely.	
	during the	Have learners read books of their choice	
	library	independently during the library period.	
	period	Learners think-pair-share their stories with	
	period		
		peers.	
		<ul> <li>Ask each learner to write a-two-paragraph</li> </ul>	
		summary of the book read.	
		<ul> <li>Invite individuals to present their work to the</li> </ul>	
		class for feedback.	
		<ul> <li>Encourage them to visit the local library to</li> </ul>	
		read and borrow books.	
		<ul> <li>Encourage them to share whatever they read</li> </ul>	
		with their mates	
		Assessment: let learners read and critique a variety of	
		age- and level appropriate books and present a one-	
		page critical commentary based on a set of criteria, on each book read	

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SUBJECT: MATHEMATICS

Week Endin	g:			Class size:		
Day :				te :		
Period :				Lesson :		
Strand : Nur	nber		Sub-strand :	Counting, Representation	, Cardinality & Ordinality	
Indicator (co	ode)	B6.1.1.3.1				
Content star	ndard	B6.1.1.3.				
(code)						
Performance	e Indicator	Learners can dete	ermine the HCI	and the LCM of two or th	ree numbers using prime	
		factors				
		tivity and Innovation inking and Problem		ation and Collaboration Pe	ersonal Development	
Keywords		$\langle \rangle$				
T. L .R. (s)	$\langle \langle \rangle$	Learners can dete prime factors	ermine the HC	F and the LCM of two or t	hree numbers using	
Ref:	Mathematio	cs curriculum Page	9			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inc	luding assessr	ment)	Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					

NANA FIIFI ACO	1		
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: $24 = 2 \times 2 \times 2 \times 3$ 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 $36 = 2 \times 3 \times 2 \times 3$ $= 2 \times 2 \times 3 \times 3$ and $48 = 2 \times 3 \times 2 \times 2 \times 2$ $= 2 \times 2 \times 2 \times 2 \times 2 \times 2$ $= 2 \times 2 \times 2 \times 2 \times 3$ .	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.	examples Learners use the prime factorization by inspection to determine the HCF by underlining the common factors in each product $36=2\times2\times3\times3$ $48=2\times2\times2\times2\times3$ 36 6 6 6 6 6 6 6	Review the lesson with Learners
Wednesda y	Sing songs like: I'm counting	examples Learners use the prime factorization by inspection to determine the LCM and underlining the largest number of factors in each product $36=2\times2\times3\times3$ $48=2\times2\times2\times2\times3$	Review the lesson with Learners

NANA FIIFI ACO	r	T					1
	one, what	$\rightarrow$ whic	h is 2	×2×2	×2×3×3	=144	
	is one						
		Assessn	nent·	have			
				nuve	icume	rs to practice with more	
		exampl	es				
Thursday	Sing songs		•			a Venn diagrams to find the	Review the lesson with
	like:	HCF and	d LCN	1 of 3	6 and 4	8. i.e. the HCF is product of	Learners
		factors	in bo	th cire	cles $\rightarrow 2$	2×2×3=12; and the LCM is	
	.,	product	t of fa	actors	in the	diagram $\rightarrow$ 3×2×2×3×2×2 =144	
	l'm	Factor				-	
	counting	ractor		<u></u>	~~~	Factors of 48	
	one, what		Γ.	/			
			3	1			
	is one				2	(12)	
	1 - One is	{			-	3 ] ]	
	one alone,			$\sim$	2	2	
	-				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		
	alone it						
	shall be.						
		Assessn	nent:	have	learne	rs to practice with more	
		example		nuve	learne	is to produce with hore	
E dala	<u> </u>	ехаттр	es				De la destaca de la
Friday	Sing songs						Review the lesson with
	like:	Learner	rs use	the p	orime fa	actorisation to determine the	Learners
		LCM an	d HCI	F of th	nree nu	mbers using table and dividing	
	1/ res	through	n by p	orime	factors	. Example 1, find the LCM and	
	ľm	HCF the	ese se	ts of	numbe	rs: 18, 24 and 30. Using prime	
	counting					method in figure), i.e. HCF =	
	one, what						
	-	$2 \times 3 = 4$	, and		$-Z \times Z \times$	2×3×3×5 = 360.	
	is one						
	1 - One is						
	one alone,	*2	18	24	30	The prime factor which	
		2	9	12	15	can divide all the numbers is starred. The product of	
	alone it	2	9	6	15	all the starred prime	
	shall be.	*3	9	3	15	factors is the HCF. In this	
		3	3	1	5	case the starred numbers are 2 and 3, and HCF = 6	
	$\wedge \vee$	5	1	1	5		
			1	1	1	The product of each prime	
						factor which divided any of the numbers is the LCM	
						the numbers is the Leivi	
		Assessn	nent:	have	learne	rs to practice with more	
		1				1	
		exampl	es				

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SUBJECT: SCIENCE CLASS: SIX

Week Ending:				Class size:		
Day :			Dat	e :		
Period :			Loc	son :		
Period :			Les	son :		
Strand : SYS	TEMS	Sub-stran	<b>d :</b> 1	HE HUMAN BODY SYSTE	MS	
				C /		
Indicator (co	ode)	B6.3.1.1.1				
-	ndard (code)	B6.3.1.1.				
Performanc	e Indicator	Learners can explain the fun	ictio	ns of organs in the excre	tory system of humans	
Core Compe	toncios: Croa	tivity and Innovation Commu	nica	tion and Collaboration P	ersonal Development and	
-		ng and Problem Solving.	inca		ersonal Development and	
Keywords						
T. L .R. (s) Ref:	Science cur	Pictures				
Kel:	Science cun	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essn	ient)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)			<u> </u>		
Monday	Engage	• Engage learners to review	the	functions of some	What have we learnt	
	learners to	human organs.	<i>,</i>		today?	
	sing songs	• Learners explain the need				
	and recite	breathing, urinating and swe		0	Ask learners to	
	familiar	• With the aid of videos, cha			summarize the	
	rhymes	learners to identify the orga		• •	important points of the	
		of humans (kidneys, lungs, s			lesson	
		• Learners, in an activity, ma		•		
		excretory system with their	excr	etory products.		

		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 are provided with materials such as blu tack	What have we learnt
	learners to	or clay to mould the kidney of humans.	today?
	sing songs		Ask learners to
	and recite	The lesson should mainly focus on the kidneys, lungs, 🔪	summarize the
	familiar	skin, and their excretory products.	important points of the
	rhymes		lesson
		Assessment: let learners explain the functions of organs	
		in the excretory system of humans	

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

SUBJECT: HISTORY

Week Endin	Week Ending:			Class size:		
Day :			D	ate :		
Period :			L	esson :		
Strand : Jour	rney to Indep	endence S	ub-strand	: Formation of Political F	arties	
Indicator (co	ode)	B6.5.2.1.1				
Content star	ndard (code)	B6.5.2.1.				
Performanc	e Indicator		CPP) in the		s of the two major political in the Gold Coast after the	
_		tivity and Innovation ng and Problem Solvi		cation and Collaboration	Personal Development and	
Keywords						
T. L .R. (s)		Pictures	ictures			
Ref:	History curr	iculum 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 politica 2. Discuss the forma Convention (UGCC) Assessment: let lea Gold Coast Convent	ation of the in 1947. rners the fo	ormation of the United	What have we learnt today? Ask learners to summarize the main points in the lesson	

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:					Class size:	
Day :			[	Dat	e :	
Period :			L	Less	son :	
Strand : ALL AROUND US Sub-stran				<b>1 :</b> P	lants and Animals	
Indicator (co	ode)	B6.2.2.1.1				
Content sta	ndard (code)	B6.2.2.1.				
Performanc	e Indicator	Learners can expla	ain the impo	orta	nce of animal waste to	plants
-		tivity and Innovationg and Problem Solv		icat	ion and Collaboration P	ersonal Development and
Keywords		(	- ( )		<u> </u>	
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curricu	lum Page			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	•	-		of manure and discuss	What have we learnt
	learners to	the importance of	manure e.	g. s	oil fertility	today?
	sing songs					
	and recite		-	olair	n the importance of	Ask learners to
	familiar	animal waste to pl	lants			summarize the main
	rhymes –					points in the lesson
Thursday	Engage	Obtain different p				What have we learnt
	learners to	community and us	se such mat	teria	als to prepare manure.	today?
	sing songs					
	and recite					

ANA FIIFI AC	familiar rhymes	Assessment: Let learners describe how to pr manure.	epare Ask learners to summarize the main points in the lesson
etted by :		Signature:	Date :
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			$\mathcal{O}$
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	$\langle \rangle \rangle$		
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SUBJECT: PHYSICAL EDUCATION

Week Endin	Week Ending:			Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand : MO	TOR SKILLS A	ND MOVEMENT Su	b-strand :	MANIPULATIVE SKILLS		
PATTERNS				()	$\sim$	
Indicator (co	ode)	B6.1.2.1.5:				
Content star	ndard (code)	B6.1.2.1.				
Performance	e Indicator	Learners can strike a	gently tos	sed ball with a bat, using	a forehand and backhand	
		movement pattern				
Core Compe	tencies: Crea	tivity and Innovation (	Communic	ation and Collaboration P	ersonal Development and	
Leadership (	Critical Thinkir	ng and Problem Solving	g.			
Keywords			$\square$	2,		
T. L .R. (s)		cones				
Ref:	PE curriculu		5			
DAY	Dhave 4					
DAY	Phase 1: Starter	Phase 2: Main			Phase 3: Plenary / Reflections	
	(preparing	(new learning includi	ing assess	ment)	Fieldly / Reflections	
	the brain					
	for	$\langle \cdot \rangle$				
	learning)					
Friday	Learners	Organise learners wit	th table te	nnis balls and bats.	What have we learnt	
	jog round a	Learners stand with o	one foot fo	orward behind table	today?	
	demarcate	tennis board, knees k	bent and t	runk slightly leaning		
	d area in	forward, holding bat	with one	nands and swing the bat	Use answers to	
	files while	from the side to strik	ke the ball	to the target. Learners	summarise the lesson.	
	singing and	practice, striking/serv	vice at diff	erent heights, whiles you		
	clapping to	give them the feedba	ack to corr	ect the errors.		
	warm-up					
	the body					
	for					
	maximal					

NANA FIIFI ACQUAH					
performan					
ce and to					
prevent					
injuries					

Vetted by :	Signature:	Date :
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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 Sub-str			Sub-stran	<b>nd :</b> F	Religious Worship in the <sup>-</sup>	Three Major Religions in
Implications			Ghana			
Indicator (co	ode)	B6.2.1.1.1:				
Content star	ndard (code)	B6.2.1.1.				$\mathbf{X}$
Performance	e Indicator	Learners can disc	uss the imp	porta	ance of prayer in our live	s.
		tivity and Innovations and Problem Sol		inica	tion and Collaboration Pe	ersonal Development and
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ilum Page			2	
DAY	Phase 1:	Phase 2: Main				Phase 3:
Starter (preparing the brain		(new learning including assessment)		Plenary / Reflections		
	for learning)	$\langle \langle X \rangle \rangle$	•			
Friday	Engage	• Guide learners t	to discuss t	the r	neaning of prayer: a	What have we learnt
· · · · · · · · · · · · · · · · · · ·	learners to				orshipper and the object	
	sing songs	of worship.				
	and recite	Let learners talk	k about the	e typ	es of prayer:	Ask learners to
	familiar	Christianity - thar	nksgiving, i	nter	cession, supplication,	summarize the main
	rhymes	confession, etc.				points in the lesson
		Islam - Salat (five	daily comp	oulso	ory prayers),	
		congregational (J	u`mah), et	c.		
		Traditional - than confession, etc.	ksgiving, ir	nterc	ession, supplication,	
		Assessment: let le	earners me	entio	n the types of prayer	

SUBJECT: COMPUTING

Week Ending: Class size:	
Day : Date :	
Period : Lesson :	
Strand : Programming and databases         Sub-strand : INTRODUCTION TO ELECTRON	NIC 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.	
• Learners can demonstrate how to use the ribbons und	
<ul> <li>Learners can to create basic worksheets using Microso</li> </ul>	
Learners can perform calculations in an MS-Excel work	ksheet
<b>Core Competencies:</b> Creativity and Innovation Communication and Collaboration Person	nal Development and
Leadership Critical Thinking and Problem Solving.	
Keywords	
T. L.R. (s)Laptop	
Ref: Computing curriculum Page	
	ase 3:
	nary / Reflections
(preparing	
the brain for	
learning)	nat have we learnt
learners toribbons under the home button.todaWednesdaysing songs	idy :
	< learners to
	nmarize the main
	ints in the lesson
Guide learners to develop worksheet that will help in	
calculating multiplication, addition and subtraction	
Assessment: Let learners perform calculations in an	
MS-Excel worksheet	

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SUBJECT: CREATIVE ARTS

Week Ending:			Class size:			
Day :			Dat	e :		
Period :			Les	son :	$\overline{()}$	
Strand : Vis	ual Arts	Sub-stran	<b>id :</b> [	Displaying and Sharing		
Indicator (c	ode)	B6 1.3.4.1				
Content sta	ndard (code)	B6 1.3.4.				
Performanc	e Indicator	Learners can plan an exhibi	tion	of own functional and c	lecorative visual artworks	
		that reflect the medium and	l sty	e of some international	visual artists studied	
-		tivity and Innovation Commu	nica	tion and Collaboration P	ersonal Development and	
Leadership	Critical Thinki	ng and Problem Solving.				
Keywords						
T. L .R. (s)		Pictures				
Ref:	Creative Ar	ts curriculum				
					1	
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including ass	essn	nent)	Plenary / Reflections	
	(preparing the brain	$\langle \rangle$				
	for learning)					
Monday	Engage	Learners are to:			What have we learnt	
wonday	learners to		t video on an exhibition or visit an		today?	
	sing songs				toddy.	
	and recite	exhibition centre, preferably during the circuit, district or regional cultural festival of the cultural education		Ask learners to		
	familiar	unit of the Ghana Education			summarize the main	
	rhymes	discuss the need for displa		•	points in the lesson	
	,	artworks;	, .			
		develop a roadmap for the	e exl	hibition by:		
		- fixing a date		,		
		- selecting a venue				

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		- inviting an audience	
		I brainstorm to agree on a theme for the exhibition;	
		I send manual and/or electronic invitations (e.g. letters,	
		postcards, WhatsApp, E-mail, Twitter, Instagram,	
		Facebook, announcements, posters, jingles) to target	
		audience, for example parents, PTA/SMC members,	
		stakeholders, colleague learners);	
		Iselect works for the exhibition by considering 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 are to:	What have we learnt
	learners to	I decide on mode of display (e.g. by hanging, draping,	today?
	sing songs	spreading);	
	and recite	Iplan the layout of the exhibition hall, prepare labels	Ask learners to
	familiar	for the works (e.g. title, name of artist, date);	summarize the main
	rhymes	I clean and prepare the hall and its environment and	points in the lesson
		make it ready for the exhibition;	
		Iplan 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	

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:				Class size:		
Day :			D	ate :		
Period : Strand : Composition Writing			esson : : Creative / Free	e Writing		
Indicator (co	ode)	B6.4.2.1.1 B	6.4.2.1.2	B6.4.2.1.3		
Content sta	ndard (code)	B6.4.2.1. B	6.4.2.1.	B6.4.2.1.		
		• Le	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. Ition Communication and Collaboration Personal Development and Solving.			
Keywords T. L .R. (s)		Manila cards, ma	arkers record	ed audios visua		
Ref:	Ghanaian La	anguage curriculu				
DAY Phase 1: Phase 2: Main Starter (new learning inclu (preparing the brain for learning)		cluding asses	sment)		Phase 3: Plenary / Reflections	
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Show some creases.</li> <li>Discuss the creases of the cr</li></ul>	ative works w arners how to eate or narrat	vith the learners	s. ative	What have we learnt today?

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



SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:				
Day : Period :		Date : Lesson :				
Strand :	Sub-strai	ind :				
A. Oral Language	A. Li	istening Comprehension				
B. Reading		/ocabulary				
C. Grammar Usage A		Adjectives				
D. Writing		Narrative Writing				
E. Using Writing Con		Jsing Naming Words/Nouns				
F. Extensive Reading	F. B	Building the Love and Culture of Reading				
Indicator (code)		6.3.4.1.1 B6.4.9.3.1 B6.5.3.1.2 B6.6.1.1.1.				
Content standard (code)		6.3.4.1. B6.4.9.3. B6.5.3.1. B6.6.1.1.				
Performance Indicator		elevant questions to improve on understanding of moral				
	lesson in text.					
		op a rich vocabulary stock through extensive reading of				
		age-appropriate text; substituting selected nouns verbs and adjectives in a				
	text with synonyms /near synonyms					
		omparatives forms of regular and irregular adjectives to				
	make comparisons					
e.g. regular: fastest, irregula						
		w, and revise the draft to produce a coherent piece by				
		r and vocabulary for improvement.				
		fy and use: proper nouns to refer to				
	-	its, Count/non-count, Singular, Plural (regular, plural marker, Condor				
	irregular), without p	plural marker, Gender,				

and present a one-page critical commentary based on a set of criteria, each book read         Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development a Leadership Critical Thinking and Problem Solving.         Keywords         T. L.R. (s)       Word cards, sentence cards, letter cards, handwriting on a manila card and a clibrary.				
Ref:	Phase 1:	guage curriculum Page Phase 2: Main	Phase 3:	
	Starter (preparing the brain for learning)	(new learning including assessment)	Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Revise the sequence of events in a familiar story/drama/text with learners.</li> <li>Together with learners, identify the characters/the settings and moral lessons in the story/drama/text read.</li> <li>Discuss the roles of characters, setting and the moral values in the text.</li> <li>Ask relevant questions to improve understanding of elements in the texts.</li> <li>Encourage learners to also ask question.</li> <li>Assessment: let learners ask relevant questions to improve on understanding of moral lesson in text</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Have learners regularly play several vocabulary games such as "Word hunt", "Lucky Dip", "I know it", etc.</li> <li>Let them build a portfolio on vocabulary and use them in meaningful sentences.</li> <li>Assessment: let learners substitute selected nouns, verbs and adjectives in a text with synonyms /near synonyms</li> </ul>	WEEE	

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

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

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SUBJECT: MATHEMATICS

Week Ending:			Class size:		
Day :		Date :			
Period :			Lesson :		
Strand : Number	Sub-stran	nd : Number Operations			
Indicator (code)	B6.1.2.1.1				
Content standard (code)	B6.1.2.1.				
Performance Indicator	skip counting from a known	I mathematics strategies and number properties, such as in fact, using doubling or halving, using patterns in the 9s ited doubling or halving, to determine answers for basic and related division fact			
Core Competencies: Crea Leadership Critical Thinki	tivity and Innovation Communing and Problem Solving.	nica	tion and Collaboration Pe	ersonal Development and	
Keywords					
T. L .R. (s)	Counters				
Ref: Mathemati	cs curriculum Page				
DAY Phase 1:	Phase 2: Main			Phase 3:	
Starter (preparing the brain	(new learning including asse	essm	nent)	Plenary / Reflections	
for learning)					

	1	Describe the montel Mathematics structure and t	Deview the last of the
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 $\bigcirc$ skip count up by one or two groups from a known fact (e.g., if $5 \times 7 = 35$ , then $6 \times 7$ is equal to $35 + 7$ and $7 \times 7$ is equal to $35 + 7 + 7$ ) $\bigcirc$ skip count down by one or two groups from a known fact (e.g., if $8 \times 8 = 64$ , then $7 \times 8$ is equal to $64 - 8$ and $6 \times 8$ is equal to $64 - 8 - 8$ )	Review the lesson with Learners
		Assessment: have learners to practice with more examples	$\bigcirc$
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 2 doubling (e.g., for $8 \times 3$ think $4 \times 3 = 12$ , and $8 \times 3 = 12$ + 12) 2 patterns when multiplying by 9 (e.g., for $9 \times 6$ , think $10 \times 6 = 60$ , and $60 - 6 = 54$ ; for $7 \times 9$ , think $7 \times 10 = 70$ , and $70 - 7 = 63$ )	Review the lesson with Learners
		Assessment: have learners to practice with more examples	
Wednesda y	Sing songs like: I'm counting one, what	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)	Review the lesson with Learners
Thursday	is one. Sing songs	Assessment: have learners to practice with more examples Describe the mental Mathematics strategies used to	Review the lesson with
	like: I'm	determine a given basic fact, such as $\square$ relating division to multiplication (e.g., for 64 ÷ 8, think 8 × = 64)	Learners
	counting one, what is one	Assessment: have learners to practice with more examples	
Friday	Sing songs like: I'm	Recall multiplication facts to 81and related division facts	Review the lesson with Learners
	counting one, what	Assessment: have learners to practice with more examples	

SUBJECT: SCIENCE CLASS: SIX

Week Ending:				Class size:		
Day :			Da	te :		
Period :				ison :	$\mathcal{O}$	
Strand : SYS	TEMS	Sub	-strand :	THE SOLAR SYSTEM		
Indicator (co	ode)	B6.3.2.1.1:				
Content star	ndard (code)	B6.3.2.1.				
Performanc	e Indicator	Learners can explain th	he differe	nce between a star, a pla	net and a satellite	
		tivity and Innovation Congrand Problem Solving.		ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessi	ment)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
N. A. a. alla	learning)					
Monday	Engage	• Show videos, models	-	•	What have we learnt	
	learners to	and engage learners to	Juentity	the planets in the	today?	
	sing songs and recite	<ul><li>system.</li><li>Draw the solar system</li></ul>	m on tho	board using different	Ask learners to	
	familiar	colours to illustrate the			summarize the	
	rhymes	Learners tell what th			important points of the	
	mymes	during the night and d	•	•	lesson	
				he chart to explain that		
				roduces its own light and		
		is stationary (does not				

		Assessment: let learners draw the solar system and	
		explain what is a star	
Thursday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>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).</li> <li>Similarly, explain to learners that a satellite is a smaller body that moves around a bigger one, e.g. the</li> </ul>	What have we learnt today? Ask learners to summarize the important points of the lesson
		<ul> <li>moon is a satellite of the earth.</li> <li>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).</li> </ul>	
		Assessment: let learners explain the difference between a star, a planet and a satellite	

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SUBJECT: HISTORY

Week Ending:			Class size:			
Day :				Dat	e :	
						$\bigcirc$
Period :				Les	son :	
Strand : Jour	rney to Indep	endence	Sub-stran	<b>d :</b> F	ormation of Political Par	ties
Indicator (co	ode)	B6.5.2.1.1				
Content sta	ndard (code)	B6.5.2.1.				
Performanc	e Indicator	Learners can des	cribe the r	role	played by the leaders o	of the two major political
		parties (UGCC an	d CPP) in t	he i	ndependence struggle ir	the Gold Coast after the
		Second World Wa	ar.			
Core Compe	tencies: Crea	tivity and Innovation	on Commu	nica	tion and Collaboration P	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem So	lving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding asse			Plenary / Reflections
	(preparing			20011		
	the brain					
	for					
	learning)					
Tuesday	Engage	Discuss the role p	layed by th	ne le	aders of the UGCC in	What have we learnt
	learners to	the struggle for ir	ndependen	ce		today?
	sing songs					
	and recite			crib	a tha rala played by the	Ask learners to
leaders of the					e the role played by the	summarize the main
	rhymes			e struggle for independence point		points in the lesson
	Which					
	people					

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Date :			
Period :			Les	son :	$\mathcal{O}$	
Strand : ALL	AROUND US	Sub-stran	d : N	/lap Making and Land Ma	arks	
Indicator (co	ode)	B6.2.3.1.1.				
Content sta	ndard (code)	B6.2.3.1.				
Performanc	e Indicator	Learners can identify the po	olitic	al regions on a sketch ma	ap of Ghana	
Core Compe	tencies: Crea	I tivity and Innovation Commu	nica	tion and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solving.		(C)		
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Dur People curriculum Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including asse	essn	ient)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk about the polit			What have we learnt	
	learners to	the sixteen regions, their na	mes	and capitals.	today?	
	sing songs					
	and recite	Learners show the locations	of t	he political regions on a	Ask learners to	
	familiar	sketch map of Ghana.			summarize the main	
	rhymes				points in the lesson	
		Assessment: Let learners id	enti	y the political regions		
		on a sketch map of Ghana				

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

SUBJECT: PHYSICAL EDUCATION

Week Ending:				Class size:		
Day :			Da	te :		
Period :			Le	sson :	$\sim$	
Strand : MO	TOR SKILLS A	ND MOVEMENT Sul	b-strand :	MANIPULATIVE SKILLS		
PATTERNS				$\sim$		
Indicator (co	ode)	B6.1.2.1.6				
Content star	ndard (code)	B6.1.2.1.				
Performance	e Indicator	Learners can throw a	nd catch a	ball with a partner while	both partners are moving.	
		tivity and Innovation C ng and Problem Solving		ation and Collaboration P	ersonal Development and	
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	ım Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	ng assessi	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Friday	Learners	Demonstrate to learners with a ball to stand with the			What have we learnt	
	jog round a	foot opposite the thre	today?			
	demarcate			ut below the shoulder by		
	d area in	bending the trunk sid	-		Use answers to	
	files while	hand. Instruct them t	•		summarise the lesson.	
	singing and	-		e ball to the target by		
	clapping to	moving the trunk bris				
	warm-up	throwing hand towar	throwing hand towards the direction of throw. After			
	the body	throwing, encourage	the learne	rs to move the back leg		
	for	forward for recovery,	/balance.			
	maximal					

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performan				
ce and to				
prevent				
injuries				

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:		
Day :			Date :				
Poriod :					son :		
Period :				LESS		$\sim \sim$	
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> R	eligious Worship in the	Three Major Religions in	
Implications			Ghana				
Indicator (co	ode)	B6.2.1.1.1:	B6.2.1.1.1:				
Content star	ndard (code)	B6.2.1.1.					
Performance	e Indicator	Learners can discu	ss the imp	orta	nce of prayer in our live	S.	
-		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and	
Reywords							
T. L .R. (s)		Pictures					
Ref:	RME curricu	ılum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage	Lead learners to	discuss the	e im	portance of prayer:	What have we learnt	
	learners to	- brings us closer to				today?	
	sing songs	- it shows our depe					
	and recite			te ho	ow prayer is performed	Ask learners to	
	familiar	in the three major	religions			summarize the main	
	rhymes					points in the lesson	
		Assessment: let lea prayer in our lives.		ntio	n the importance of		

SUBJECT: COMPUTING

Week Ending:				Class size	2:		
Day :			C	Date :			
Period :			L	esson :			
Strand : INT	ERNET AND S	OCIAL MEDIA	Sub-strand	: NETWORK	OVERVIEW		
			WEB BROW	SERS AND V	VEB PAGES		
Indicator (co	ode)	B6.6.1.1.1 B6.6	5.1.1.2 B6	6.2.1.1	B6.6.2.1.2	B6.6.2.1.3	
Content sta	ndard (code)	B6.6.1.1. B6.6.1.1. B		6.2.1.	B6.6.2.1.	B6.6.2.1.	
Performanc	e Indicator	Learners of	Learners can give examples of facilities the internet offers				
		Learners can describe the types of information available on the Internet					
		Learners of	can identify t	he address o	or links window	<i>N</i> .	
		Learners of	can recognise	e the status l	par and list its	use.	
		Learners of	can illustrate	using help b	utton.		
-		-		cation and C	Collaboration I	Personal Development and	
Leadership (	Critical Thinki	ng and Problem So	lving.	$\mathbf{O}$			
Keywords							
Reywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning inc	luding asses	sment)		Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
	Engage	Guide learners to			et facilities ie.	What have we learnt	
	learners to	e-mail, FTP's, ww	w, etc. for pr	esentation.		today?	
Wednesday	sing songs						
	and recite					Ask learners to	
	familiar	Guide learners to	-			summarize the main	
	rhymes	information avail		-		points in the lesson	
		Financial, Enterta		Select learn	ers into		
		groups to do this	task.				

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	

Vetted by :....

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

SUBJECT: CREATIVE ARTS

Week Endin	g:			Class size:	
Day :		Dat	e :		
					$\sim$
Period :			Les	son :	$\overline{)}$
Strand : Per	forming arts	Sub-stra	Sub-strand : Displaying and Sharing		
Indicator (co	ode)	B6 2.3.4.2			
	, ndard (code)	B6 2.3.4.			
Performanc		Learners can plan a disp	lay	of own performing art	works to share creative
		experiences of the technique			
		studied			
Core Compe	tencies: Crea	tivity and Innovation Commu	inica	tion and Collaboration Pe	ersonal Development and
Leadership (	Critical Thinki	ng and Problem Solving.			
Keywords					
Reywords					
T. L .R. (s)		Pictures			
Ref:	Creative Art	ts curriculum			
	Phase 1:	Dhace 2: Main			Phase 3:
DAY	Starter	Phase 2: Main		(ant)	
	(preparing	(new learning including ass	essn	ient)	Plenary / Reflections
	the brain				
	for				
	learning)				
Monday	Engage	Learners are to:			What have we learnt
	learners to	I watch a short video or liv	e pei	formances (preferably	today?
	sing songs	during the circuit, district o	r reg	onal cultural festival of	
	and recite	the cultural education unit	of th	e Ghana Education	Ask learners to
	familiar	Service) that reflect emergi	ng to	pical issues in Ghana;	summarize the main
	rhymes	I discuss the need for perfo	ormir	g compositions of own	points in the lesson
		music, dance, drama, poetr	y eto	.;	
		develop a roadmap for th	e pe	formances by:	
		- fixing a date			

	JUAN		
		- selecting a venue	
		- inviting an audience	
		I brainstorm to agree on a theme for the performance;	
		I send manual and/or electronic invitations (e.g. letters,	
		postcards, WhatsApp, E-mail, Twitter, Instagram,	
		Facebook, announcements, posters, jingles) to target	
		audience, for example parents, PTA/SMC members,	
		stakeholders, colleague learners);	
		Iselect compositions by considering e.g. creativity and	
		originality, lyrics, movement patterns, dynamics and	
		relevance of the message to the theme, social and	
		cultural importance;	$\sim$
		I 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 are to:	What have we learnt
	learners to	getting ready: plan the sequence of events, stage/site	today?
	sing songs	plan identifying the positions of all facilities (e.g. PA	
	and recite	system, lightings, performance zone, entry, exit,	Ask learners to
	familiar	changing and makeup rooms/corners), characters,	summarize the main
	rhymes	directors, stage managers, audience, health and	points in the lesson
		security personnel);	
		I clean and prepare the venue and its environment and	
		make it ready for the performance;	
		Plan for post-performance activities such as cleaning,	
	$\sim$	appreciation, appraisal, evaluation and reporting.	
	$\square$	Accessment: let learners, write a plan for display of own	
		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	

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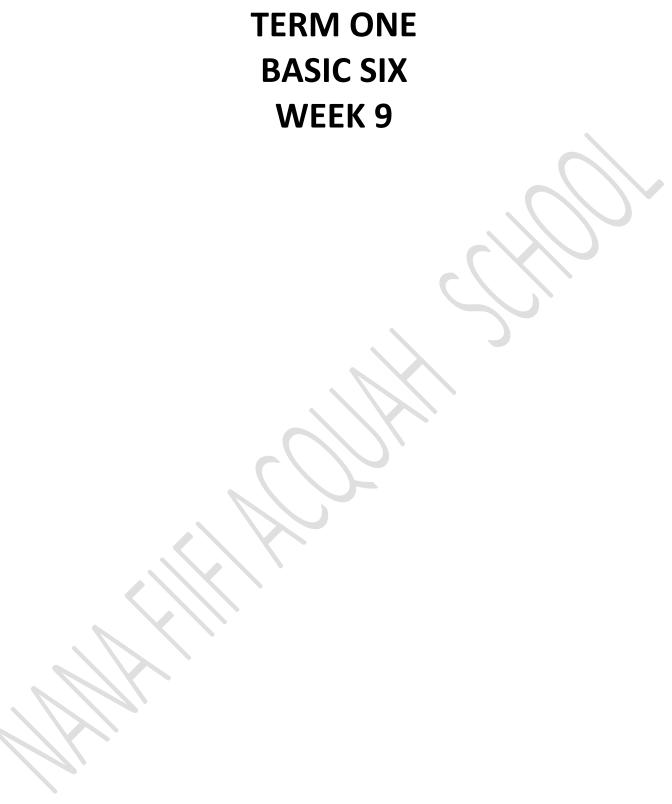
SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:			Class size:		
Day :			Da	te :	
Period :		Le	sson :	$\langle \mathcal{O} \rangle$	
Strand : Cor	nposition Wri	ting	Sub-strand :	Descriptive Writing	
Indicator (co	ode)	B6.4.3.1.1 B	6.4.3.1.2	B6.4.3.1.3	
Content sta	ndard (code)	B6.4.3.1. B	6.4.3.1.	B6.4.3.1.	
Performanc	e Indicator	Learners s	should write a	descriptive compositic descriptive essay abou descriptive compositic	
	<b>Core Competencies:</b> Creativity a Leadership Critical Thinking and			ation and Collaboration	n Personal Development and
Keywords			X		
T. L .R. (s)		Manila cards, ma	anila cards, markers, recorded audios visual		
Ref:	Ghanaian La	anguage curriculu	IM		
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assessi	nent)	Phase 3: Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Show an object</li> <li>Pass the object</li> <li>Call learners in</li> <li>Discuss with lear composition.</li> <li>Let learners wrigiven object</li> </ul>	round for lear turns to descri arners how to	be the object.	What have we learnt today?

		Review the lesson with
	Assessment: let learners write a descriptive	learners
	composition on a given object	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today? Review the lesson with learners
	Assessment: let learners write a descriptive essay about a situation	
Engage leaners to sing songs and recite familiar rhymes		What have we learnt today?
	Assessment: let learners write a descriptive composition on a certain process.	Review the lesson with learners

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



SUBJECT: ENGLISH LANGUAGE

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Through discussion, let learners identify an activity they will perform at a future time, e.g. tomorrow, next month etc.</li> <li>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.</li> <li>Introduce drills e.g. Questions and Answers Drill, for learners to practise asking and answering "Yes" or "No" Questions.</li> <li>Assessment: let learners answer "Yes" or "No" questions correctly using the expressions that show the future</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Select level-appropriate texts for learners.</li> <li>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.</li> <li>Learners connect their background knowledge to help them make meaning of the text as they read.</li> <li>Assist learners with a variety of questions to make meaning during and after reading the text.</li> <li>Lay emphasis on the need to use the environment of a word to get its meaning.</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
		Assessment: let learners construct meaning from texts			

NANA FIIFI ACC		C.GRAMMAR	What have we learnt
Wednesday	00		
	learners to	• Revise verbs generally. Have learners identify verbs in	today?
	sing songs	sentences and use them in their own sentences.	
	and recite	- Helping verb (primary auxiliary and modal auxiliary	Ask learners to
	familiar	E.g. can might, would, ought, is, are, is, are, was, were).	summarize the main
	rhymes	Choose a text (story) and have the learners work in	points in the lesson
		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.	()
		<ul> <li>Guide learners with examples to identify and</li> </ul>	
		distinguish them from the main verbs and use them in sentences.	$\sim$
		Assessment: let learners use different types of verbs,	
		Main verb and Helping verb in sentences	
Thursday	Engage	D.WRITING	What have we learnt
-	learners to	• Have learners select a topic of their choice on national	today?
	sing songs	issues and issues from different learning areas.	
	and recite	Guide learners to brainstorm and generate ideas.	Ask learners to
	familiar	• Have learners organise their ideas to write their first	summarize the main
	rhymes	draft.	points in the lesson
	,	• 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	
		of hational issues and write about it	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
Thuay	learners to	Revise the simple present and present perfect tenses	today?
	sing songs	by using examples and situations.	touay:
	and recite	• Distribute copies of a sample story and let them	Ask learners to
	familiar	identify the simple past verbs, how they are used in	summarize the main
	rhymes	sentences and identify modals used. Use this as a guide	points in the lesson
		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.	
		Accordments lat loarnare write a stand wire the the	
		Assessment: let learners write a story using the the	
		simple past and the present perfect tense	

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

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

SUBJECT: MATHEMATICS

Week Ending:				C	lass size:	
Day : Period :				Date		
Strand : Number Sub-str		ub-strand	l : Nu	mber Operations		
Indicator (co	ode)	B6.1.2.1.2	$\frown$			
Content star	ndard (code)	B6.1.2.1.				
Performance	e Indicator	Learners can apply mental mathematics strategies for multiplication, such as annexing then adding zero halving and doubling using the distributive property				
<b>Core Competencies:</b> Creativity an Leadership Critical Thinking and P				icatio	on and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)		Counters				
Ref:	Mathematic	cs curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)		nt)	Plenary / Reflections	
Monday	Sing songs like:	Determine the products w of 10, 100, or 1000 by ann (e.g., for 3×200 think of 3×		ng ze	ro or adding zeros	Review the lesson with Learners

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

= 108

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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

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

SUBJECT: SCIENCE CLASS: SIX

Week Endin	lg:			Cla	ss size:		
Day :				Date :			
Period :			I	Lesson	:		$\mathcal{O}$
Strand : SYSTEMS Sub-st			Sub-strand	: ECOS	SYSTEM		
Indicator (c	ode)	B6.3.3.1.1					
Content sta	ndard (code)	B6.3.3.1.				)	
Performanc	e Indicator	Learners can inve	stigate var	ious int	teractions in an	n ecos	system and the effect on
		humans			$\langle \rangle$		
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development Leadership Critical Thinking and Problem Solving. Keywords					ersonal Development and		
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)				Phase 3: Plenary / Reflections	
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Learners observerse</li> <li>such as a small but</li> <li>Engage learners</li> <li>possible interaction</li> <li>Learners work in ecosystems in the</li> </ul>	Show learners pictures of different ecosystems. Learners observe different ecosystems in the field ch as a small bush or pond. Engage learners to brainstorm to come out with ssible interactions that occur in the given ecosystem. Learners work in groups to draw or design different osystems in the classroom sessment: let learners identify interactions in an osystem		tem. nt	What have we learnt today? Ask learners to summarize the important points of the lesson	

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

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

SUBJECT: HISTORY

Week Ending:			Class size:			
Day :				Date :		
						$\frown$
Period :				Lesson :		$\overline{)}$
Strand : Jou	rney to Indep	endence	Sub-strand	<b>l :</b> Forma	ition of Political Par	ties
Indicator (or	- d - )					
Indicator (co	ndard (code)	B6.5.2.1.1 B6.5.2.1.				
Performanc			cribe the ro	nle nlave	d by the leaders o	of the two major political
						the Gold Coast after the
		Second World Wa				
Core Compe	tencies: Crea	tivity and Innovation	on Commun	ication a	and Collaboration Po	ersonal Development and
Leadership (	Critical Thinkin	ng and Problem Sol	lving.			
Keywords						
Reywords						
T. L .R. (s)		Pictures				
Ref:	History curr	iculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing the brain					
	for					
	learning)					
Tuesday	Engage	Learners map ou	t specific ro	les by lea	aders such as	What have we learnt
	learners to	Kwame Nkrumah,	, J.B. Danqu	ah, Obet	sebi Lamptey, Ako	today?
	sing songs	Adjei, William Ofo	ori Atta and	Edward	Akuffo Addo.	
	and recite	Assessment: let le	ornore mor	out coo	cific rolos by	Ask learners to
Tamiliar le:		leaders such as K	•	•	,	summarize the main
	rhymes	Obetsebi Lamptey	y, Ako Adjei		•	points in the lesson
	Who were	Edward Akuffo Ac	ddo.			
	the leading					

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

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SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Da	ie :		
					$\frown$	
Period :				son :	$\mathcal{O}$	
Strand : ALL	AROUND US	Sub-stra	nd : I	Map Making and Land Ma	arks	
Indicator (co	ode)	B6.2.3.1.1.				
Content sta	ndard (code)	B6.2.3.1.				
Performanc	e Indicator	Learners can Identify the	oolitio	al regions on a sketch ma	ap of Ghana	
-		tivity and Innovation Comm ng and Problem Solving.	unica	tion and Collaboration Pe	ersonal Development and	
Keywords						
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum Pa	ge			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including as	sessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
Tuesday	learning)	Loornors talk about the ne		regions of Change a g	What have we learnt	
Tuesday	Engage learners to	Learners talk about the po the sixteen regions, their r		• •	What have we learnt today?	
	sing songs	the sixteen regions, then i	ames	and capitals.	loudy!	
	and recite	Learners show the location	ns of t	he political regions on a	Ask learners to	
	familiar	sketch map of Ghana.	13 01 1		summarize the main	
	rhymes				points in the lesson	
		Assessment: Let learners i	denti	fy the political regions		
		on a sketch map of Ghana		, ,		

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

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

SUBJECT: PHYSICAL EDUCATION

Week Endin	Week Ending:			Class size:		
Day :	-		D	Date :		
Period :				Lesson :		
Strand : MOTOR SKILLS AND MOVEMENT     Sub-strand       PATTERNS     Sub-strand			Sub-strand	: MANIPULATIV	E SKILLS	
Indicator (co	ode)	B6.1.2.1.7				
Content star	ndard (code)	B6.1.2.1.				
Performanc	e Indicator	Learners can sho	w how to adju	ust body positic	on to catch a	a ball thrown off-centre.
		tivity and Innovati ng and Problem So		cation and Colla	boration Pe	ersonal Development and
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page	$\left( \right)$			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inc	luding assess	sment)		Plenary / Reflections
	(preparing					
	the brain					
	for					
	learning)	<b>D</b>				
Friday	Learners	Demonstrate the			•	What have we learnt
	jog round a	-		their arms by sides and keep today?		today?
	demarcate d area in	their forearms in				Use answers to
	files while	path of the objec position and eyes				summarise the lesson.
	singing and					
	clapping to	-	-	practice the skill at their own ilities and progress at their		
	warm-up	own pace. Learne	-			
	the body	the feedback from	-			

for		
maxi	mal	
perfo	rman	
ce ar	d to	
preve	ent	
injuri	es	

Vetted by :....

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

SUBJECT: RELIGIOUS AND MORAL EDUCATION

Week Ending:				Class size:			
Day :				Dat	e :		
Period :				Lesson :			
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d</b> : F	estivals in the Three Ma	ior Religions	
Implications	-					Jan mangrana	
					$\mathbf{C}$		
Indicator (co	ode)	B6.2.2.1.1:					
Content star	ndard (code)	B6.2.2.1.					
Performance	e Indicator	Learners can gathe	er and reco	ord	lata on religious festiva	s.	
-		tivity and Innovatio and Problem Solv		nica	ion and Collaboration F	ersonal Development and	
Keywords					$\langle \rangle$		
T. L .R. (s)		Pictures		1	)		
Ref:	RME curricu	Ilum Page		}			
DAY	Phase 1:	Phase 2: Main	$\sim$			Phase 3:	
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections	
	(preparing						
	the brain						
	for						
	learning)						
Friday	Engage				celebrated in Ghana:	What have we learnt	
	learners to		christmas,	East	er, Eid-ul-Fitr, Eid-ul-	today?	
	sing songs	Adha, etc.					
	and recite	• Use pictures, charts, video clips, etc. to demonstrate Ask learners to					
	familiar						
	rhymes	• In groups, let learners describe how festivals are points in the lesso					
		celebrated.					
		Assessment: let lea	arners des	crib	e how festivals are		
		celebrated.					

Vetted by :	Signature:	Date :
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SUBJECT: COMPUTING

Week Endin	Week Ending:			Class size:			
Day :			[	Date :			
Period :			L	Lesson :			
Strand : Inte	ernet and soci				IG THE WORLD W AND SEARCH ENG		
Indicator (co	ode)				B6.6.4.1.2		
-	ndard (code)	B6.6.3.1. B6.6.	.3.1. B6	.6.4.1.	B6.6.4.1.		
Performance	e Indicator	Learners ca	an recognize	e Resour	ce Locators (URLs)		
		Learners ca	an illustrate	how to	jump directory to	URLs	
		Learners ca	an show ho	w to crea	ate a favourite link	•	
		Learners ca	an demonst	trate dele	eting favourite link	S	
-		tivity and Innovations and Problem Solv		ication a	nd Collaboration F	ersonal Development and	
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page					
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asses	ssment)		Plenary / Reflections	
	(preparing	$\langle \rangle$					
	the brain						
	for						
	learning) Engage	Guide learners to	identify what	at I IRI is	Select learners	What have we learnt	
	learners to	into groups of five	•			today?	
Wednesday	sing songs	URLs so as to aid l		•	•		
	and recite	web.				Ask learners to	
	familiar						
	rhymes	Give learners a pro URLs.	oject on hov	w to jum	p directory to	points in the lesson	
		Guide learners to	create an In	nternet fa	avourite link.		

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

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

SUBJECT: CREATIVE ARTS

Week Endin	g:				Class size:	
Day :	Day :				Date :	
Period :				Less	on :	
Strand :			Sub-stranc	d :		
Visual Arts			Displaying	and	Sharing	
Performing <i>i</i>	Arts		Appreciati	ng a	nd Appraising	
Indicator (co	ode)	B6 1.3.4.1	Be	6 2.4	4.6.1	
Content sta	ndard (code)	B6 1.3.4.	B	6 2.4	1.6.	
	• <b>tencies:</b> Crea	artworks artists stu • Learners others' p internatio tivity and Innovati	<ul> <li>Learners can plan an exhibition of own functional and decorative visual artworks that reflect the medium and style of some international visual artists studied</li> <li>Learners can develop guidelines for analysing and appreciating own and others' performing artworks that reflect the technique and style of international performing artists studied</li> <li>vity and Innovation Communication and Collaboration Personal Development and</li> </ul>			
Leadership ( Keywords		ng and Problem So	lving.			
,						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment) Plenary / Reflection				Plenary / Reflections
Monday	Engage learners to sing songs and recite	Learners are to: vatch a short v exhibition centre			oition or visit an ing the circuit, district	What have we learnt today?

NANA FIIFI ACC	JUAH		
	familiar	or regional cultural festival of the cultural education	Ask learners to
	rhymes	unit of the Ghana Education Service);	summarize the main
		I discuss the need for displaying portfolio of own visual	points in the lesson
		artworks;	
		I develop a roadmap for the exhibition by:	
		- fixing a date	
		- selecting a venue	
		- inviting an audience	
		I brainstorm to agree on a theme for the exhibition;	
		Isend manual and/or electronic invitations (e.g. letters,	
		postcards, WhatsApp, E-mail, Twitter, Instagram,	
		Facebook, announcements, posters, jingles) to target	$\sim$
		audience, for example parents, PTA/SMC members,	
		stakeholders, colleague learners);	
		Iselect 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);	
		<ul> <li>decide on mode of display (e.g. by hanging, draping,</li> </ul>	
		spreading);	
		<ul> <li>I plan the layout of the exhibition hall, prepare labels</li> </ul>	
		for the works (e.g. title, name of artist, date);	
		I clean and prepare the hall and its environment and	
		make it ready for the exhibition;	
		Image: Provide the second s	
		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	
	$\langle \rangle \rangle$	visual artists studied	
	$\sim$		
Wednesday	Engage	Learners are to:	What have we learnt
	learners to	I discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others'	,
	and recite	compositions and performances on the guide guidelines	Ask learners to
	familiar	suggested below;	summarize the main
	rhymes	<ul> <li>identify the correct vocabulary to use for appreciating</li> </ul>	points in the lesson
	,	and appraising music, dance and drama, poetry, etc.;	
		<ul> <li>agree on what to use the appraisal report for and how</li> </ul>	
		to share it;	

Degree on the energesh (method (menual /digital) to	
agree on the approach/method (manual/digital) to	
use in recording/documenting the appraisal process;	
If ix a day/date for the appreciation/appraisal/jury.	
Suggested guidelines	
Image: 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	
	l

Vetted by :	Signature:	Date :

SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Endi	ng:			Class size:		
Day :			D	ate :		
Period :				Lesson :		
Strand : Wr	riting Conventi	ons / Usage	Sub-strand			
					en Language (Capitalization)	
					en Language (Punctuation)	
Indicator (c				36.5.2.1.1		
	andard (code)			B6.5.2.1.		
marks. <ul> <li>Learners should us exclamation mark</li> </ul>			should use up on mark. should use pu ns. on Communi	oper case letters to Inctuation marks ap	rs after colons and question begin paragraphs and after oppropriately in writing oration Personal Developmen	t and
Leadership		ng and Problem So	лчпъ.			
Keywords						
T. L .R. (s)		Manila cards, markers, recorded audios visual				
Ref:	Ghanaian La	anguage curriculu	IM			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc			Phase 3: Plenary / Reflection	
	Engage leaners to sing songs and recite	• Discuss the use		nces on flashcards 1 learners.	s. What have we lear today?	nt

fa	amiliar	Use the flashcards to help learners understand the	
rł	nymes	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.	Review the lesson with
		• Explain to learners the use of the upper case letters	learners
		after question mark.	
		<ul> <li>Give a passage without the punctuations (question</li> </ul>	
		mark and capital letters).	
		• Let learners put in the punctuations and read aloud to	
		the class	$\gamma$
		Assessment: let learners use the upper case letters	$\sim$
		after colons and question marks in sentences	
E	ngage	Discuss with learners the use of capital letters to	What have we learnt
le	eaners to	begin paragraphs and after an exclamation mark.	today?
	ing songs	<ul> <li>Give a paragraph consisting of about ten sentences</li> </ul>	
	nd recite	without the punctuations and capital letters.	
	amiliar	<ul> <li>Put learners in groups to read the paragraphs,</li> </ul>	
rr	nymes	punctuate it and present to the class for discussion.	
		Check the use of the punctuations used by learners	Review the lesson with
		and give the comments	learners
		Assessment: let learners use upper case letters to begin	
		paragraphs and after exclamation mark in sentences	
E	ngage	Write well punctuated sentences on flashcards.	What have we learnt
le	eaners to	<ul> <li>Teach learners what a paragraph is.</li> </ul>	today?
	ing songs	<ul> <li>Help learners to show an understanding of using</li> </ul>	
	nd recite	punctuation marks appropriately in writing paragraphs	
	amiliar		
r	hymes	Assessment: let learners use punctuation marks	
		appropriately in writing paragraphs.	Review the lesson with
$\langle \rangle \langle \rangle$			learners

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

# **TERM ONE BASIC SIX WEEK 10**

SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:		
Day :		Date :		
Period :		Lesson :		
Strand :	Sub-strar	ind :		
A. Oral Language	A. G	Giving and Following Commands		
B. Reading		Comprehension		
C. Grammar Usage A	t Word C. V	/erbs		
D. Writing	D. Ci	Creative/Free Writing		
E. Using Writing Con		Jsing Action Words		
F. Extensive Reading	F. Bi	Building the Love and Culture of Reading		
Indicator (code)	B6.1.9.1.1. B6.2.7.1.2 B6	6.3.5.1.2 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.	5.3.5.1. B6.4.11.1 . B6.5.4.1. B6.6.1.1.		
Performance Indicator	A. Learners can create	e and present simple instructions or a manual on how to		
	play a game			
	B. Learners can note a	and recall main ideas in sequence		
	C. Learners can use app	opropriate subject-verb agreement (indefinite pronouns,		
	Singular/plural and (	Collective nouns		
	D. Learners can write	e freely about topics of choice on national issues and		
	issues from differen	-		
		rentiate between how the simple past and the present		
		s are used in speech and in writing		
		and critique a variety of age- and level appropriate books		
		page critical commentary based on a set of criteria, on		
	each book read			

Keywords					
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.			
Ref:	English Lang	guage curriculum Page			
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections		
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Give sample instructions on how to play a game.</li> <li>Put learners into convenient groups to study and discuss the instructions.</li> <li>Have each group choose a game and create instructions on how to play it.</li> <li>Have learners present their work to the class for feedback.</li> <li>Learners role-play.</li> <li>Assessment: let learners create and present simple instructions or a manual on how to play a game</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		
Tuesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>B.READING</li> <li>Guide learners to present facts and ideas in a sequential order. You could also adopt other strategies like the SQ3R.</li> <li>SQ3R strategy</li> <li>Have learners:</li> <li>S – Survey the text – (learners skim by going through the chapter, note heading/sub-heading and other features.</li> <li>Q – Question – generate questions about the content of the text.</li> <li>3R</li> <li>Read – read for more information.</li> <li>Recite – retrieve information from text.</li> <li>Review – go over the main ideas in the text to consolidate understanding</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson		

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

	<ul> <li>sentences and identify modals used. Use this as a guide to let learners write a story using the simple past.</li> <li>Learners in pairs write their own stories making sure they use both tense forms.</li> <li>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.</li> </ul>	
	Assessment: let learners write a story using the the simple past and the present perfect tense	
Guide	E.EXTENSIVE READING	Have learners to tell
learners to		what they read to the
choose and	Lead discussion on the importance of	whole class
read books	reading widely.	
during the	<ul> <li>Have learners read books of their</li> </ul>	
library	choice independently during the library	
period	period.	
	<ul> <li>Learners think-pair-share their stories</li> </ul>	
	with peers.	
	<ul> <li>Ask each learner to write a-two-</li> </ul>	
	paragraph summary of the book read.	
	to the class for feedback.	
	<ul> <li>Encourage them to visit the local</li> </ul>	
	Assessment: let learners read and critique a variety of	
	page critical commentary based on a set of criteria, on	
	each book read	
	learners to choose and read books during the library	• 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 tenseGuide learners to choose and read books• Lead discussion on the importance of reading widely.during the library period• Learners think-pair-share their stories with peers. 

SUBJECT: MATHEMATICS

Week Ending:				Class size:		
Day :				te :		
Period :				Lesson :		
Strand : Nur	nber	Sub	o-strand :	Number Operations		
Indicator (co	ode)	B6.1.2.2.1.	$\mathcal{A}$			
Content star	ndard	B6.1.2.2.1				
(code)						
Performance	e Indicator	Learners can multiply	multi digit	numbers by 2 or 3-digit	numbers efficiently	
		tivity and Innovation Co inking and Problem Sol		ition and Collaboration Pe	ersonal Development	
Keywords		$\langle \rangle \rangle$				
T. L .R. (s)	$\langle \rangle \rangle$	Counters				
Ref:	Mathematio	cs curriculum Page				
DAY	Phase 1: Starter (preparing the brain	Phase 2: Main (new learning includir	ng assessr	nent)	Phase 3: Plenary / Reflections	
	for learning)					
Monday	Sing songs like:	Multiplication of who and box" method (par Lead learners to multi number as shown bel	rtial decor iply a 3-diန	nposition method). git number by a 1-digit	Review the lesson with Learners	

	l'm	×	400	40	8		
	counting	2	800	80	16		
	one, what						
	is one	448×2=(4	400×2)+(				
		+6)=800					
		Assessm					
Tuesday	Sing songs	example Multiplic		Review the lesson with			
Tuesuay	like:	Multiplication of whole numbers using the vertical method; i.e. 25×32				using the column of	Learners
	IIKC.			Learners			
	l'm			<u>_x3</u> 5	0		
	counting			+75	0		
	one, what		-				
	is one			25 30 50		$\frac{25}{50} = 800$	
			75	50	-	50 = <b>800</b>	
		Assessm					
		example					
Wednesda	Sing songs	Multiplic		Review the lesson with			
у	like:	$25 \times (32) = 25(30 + 2)$					Learners
	ľm						
	counting	property	: i.e. 25×	:32	=	800	
	one, what	property	,				
	is one						
		Assessm					
Thursday	Cincense	example		Deview the lesses with			
Thursday	Sing songs	Multiplic method.		Review the lesson with			
	like:	345 × 27		200.11010			
	l'm	856.					
	counting		3 4	5 1		3 8 2 1 1 1	
	one, what	0	6 0 8	<sup>1</sup> 02	3	2 4 6 4 1 6 8	
	is one	9 2	$1 \frac{2}{8}$	<sup>3</sup> / <sub>5</sub> 7	2	$1 \ 5 \ 0 \ 1 \ 0 \ 5 \ 1 \ 4 \ 1 \ c$	
	1 - One is	3	1	5	6		
	one alone,		_ <u>r_</u> r				
	alone it						
	shall be.						
				e learners	to pra	ctice with more	
		example	3				

Friday	Sing songs	Multiplication of whole numbers using the lattice	Review the lesson with
	like:	method. Have learners draw a 2 by 3 lattice for solving	Learners
		345 $\times$ 27; and 3 by 3 and 3 by 3 lattice for solving 382 $\times$	
	ľm	856. <b>3 4 5</b>	
	counting		
	one, what		
	is one	<b>9 2 1 8 3 5 7</b>	
	1 - One is		
	one alone,	3 8 2 1 1 1	
	alone it		
	shall be.	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$	
		6 1 8 4 1 2 6	
		992	
		Assessment: have learners to practice with more	
		examples	

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

SUBJECT: SCIENCE CLASS: SIX

Week Ending:			Class size:				
Day :			[	Date :			
Period :				Lesson :			
Strand : FOF	RCES AND ENE	ERGY	GY         Sub-strand : SOURCES AND FORMS OF ENERGY				
Indicator (co	ode)	B6.4.1.1.1					
Content sta	ndard (code)	B6.4.1.1.					
Performanc	e Indicator	Learners can com	pare renewa	able and	l non-renewable s	ources of energy	
		tivity and Innovationg and Problem Solv		ication a	and Collaboration	Personal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	Science cur	riculum Page	X				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning incl	uding asses	ssment)		Plenary / Reflections	
	(preparing			,			
	the brain	$\langle \rangle$					
	for						
	learning)						
Monday	Engage	• Begin by asking	the followin	ng quest	ions:	What have we learnt	
	learners to	(1) what is energy	?			today?	
	sing songs	(2) Where does er	nergy come	from?			
	and recite	(answers to this q	uestion may	y include	e the sun,	Ask learners to	
	familiar	batteries, food, fir	ewood and	hydroe	ectric power and	summarize the	
	rhymes	thermal plants)				important points of the lesson	
		• Show pictures a	nd videos of	f differe	nt sources of		
		energy such as the	e sun, batte	ries, foo	d and water.		

	•		
		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	Assist learners to build their vocabulary by introducing	What have we learnt
	learners to	and explaining the terms, "renewable" and "non-	today?
	sing songs	renewable" sources of energy and give examples of	Ask learners to
	and recite	such sources	summarize the
	familiar		important points of the
	rhymes	Assessment: let learners compare renewable and non-	lesson
		renewable sources of energy	

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

SUBJECT: HISTORY

Week Ending:				Class size:			
Day :				Date :			
Period :				Lessor		$\mathcal{O}$	
Strand : Jou	irney to Indep	endence	Sub-strand	<b>d :</b> Forr	nation of Political Pa	orties	
Indicator (c	ode)	B6.5.2.1.1					
Content sta	ndard (code)	B6.5.2.1.					
Performanc		parties (UGCC an Second World W	nd CPP) in th ar.	ne inde	ependence struggle	of the two major political in the Gold Coast after the	
		itivity and Innovati ng and Problem So		nication	n and Collaboration	Personal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	ncluding assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were some of	Show and discus eve rally by the C Assessment: let I eve rally by the C	CPP. earners desc	·	n the independence	<ul> <li>What have we learnt today?</li> <li>Ask learners to summarize the main points in the lesson</li> </ul>	

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NANATIITAC	20/		
	the leaders		
	referred to		
	as the 'Big		
	Six'?		
Thursday	Engage	Show and discuss a documentary on the independence	What have we learnt
	learners to	eve rally by the CPP.	today?
	sing songs and recite familiar rhymes	Assessment: let learners narrate the independence eve rally by the CPP	Ask learners to summarize the main points in the lesson
	Why were some of		
	the leaders		
	referred to		
L	as the 'Big		
	Six'?		

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:		
Day :			Da	Date :		
					$\sim$	
Period :				son :	$\mathcal{O}$	
Strand : ALL	AROUND US	Sub-	strand :	Map Making and Land Ma	arks	
Indicator (co	ode)	B6.2.3.1.1.				
Content star	ndard (code)	B6.2.3.1.				
Performance	e Indicator	Learners can Identify t	he politio	cal regions on a sketch ma	ap of Ghana	
Leadership (		tivity and Innovation Cong and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and	
Keywords		C/				
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk about the	•		What have we learnt	
	learners to	the sixteen regions, the	eir names	and capitals.	today?	
	sing songs					
	and recite		ations of t	he political regions on a	Ask learners to	
	familiar	sketch map of Ghana.			summarize the main	
	rhymes			<b>6</b>	points in the lesson	
		Assessment: Let learne		ty the political regions		
		on a sketch map of Gha	ana			

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

Vetted by :....

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:			Class siz	e:	
Day :			C	ate :		
						$\bigcirc$
Period :			L	esson :		$\bigcirc$
Strand : MO	TOR SKILLS A	ND MOVEMENT	Sub-strand	: MANIPUL	ATIVE SKILLS	
PATTERNS					$\mathcal{A}$	
Indicator (co	ode)	B6.1.2.1.8:				
Content star	ndard (code)	B6.1.2.1.		$\sim$		
Performance	e Indicator	Learners can catc	h a flying ba	ll above the	e head, below t	the waist, and away from
		the body while jog	gging and ru	nning		
				cation and (	Collaboration Pe	ersonal Development and
Leadership (	Critical Thinkir	ng and Problem Solv	ving.	О.		
Keywords						
T. L .R. (s)		cones				
Ref:	PE curriculu	m Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asses	sment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
Friday	Learners	Learners bounce b	all on floor	with their d	ominant	What have we learnt
induty	jog round a	hands and catch w				today?
	demarcate	ball in the air with				
	d area in	two hands overhe				Use answers to
	files while	forms of throwing		• •		summarise the lesson.
	singing and	whiles jogging or r	•		-	
	clapping to	their own pace ba	-			
	warm-up	-				
	the body					

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

Vetted by :..... Signature:

SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:			Class size:			
Day :				Date :		
Period :				Less	son :	
Strand · Reli	gious Practice	s and their Moral	Sub-stran	d · F	estivals in the Three Ma	ior Religions
Implications	-		Sub-Stran	<b>u</b> . I		Joi Keligions
mplications						
Indicator (co	ode)	B6.2.2.1.1:				
Content sta	ndard (code)	B6.2.2.1.				
Performanc	e Indicator	Learners can gathe	er and reco	ord o	lata on religious festival	S.
				nicat	ion and Collaboration P	ersonal Development and
Leadership		ng and Problem Solv	ing.			
Keywords						
T. L .R. (s)		Pictures				
Ref:	RME curricu	ılum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning inclu	iding asse	essm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for					
Friday	learning)	lations and constant		la	fastivala and	M/h at have use leavet
Friday	Engage	Let learners write				What have we learnt
	learners to	celebrated and rea	id their es	says	to the class.	today?
	sing songs					
	and recite		arners wri	ers write essays on how festivals Ask learners to		
	familiar	are celebrated				summarize the main
	rhymes					points in the lesson

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:				Class size:			
Day :				Date :			
Period :				Less	on :		$\sim$
Strand : Inte	rnet and soci	al media	Sub-strand : using online forms				
Indicator (co	ode)	B6.6.5.1.1.	B6.6.5	5.1.2.			
Content star	ndard (code)	B6.6.5.1.	B6.6.5	.1.			
Performance	e Indicator	Learners can dem	onstrate th	he typ	pes and uses of f	orm ele	ements
		Learners can dem	onstrate th	he fili	ng of forms offli	ne	
		tivity and Innovations and Problem Solv		nicati	on and Collabor	ation Pe	ersonal Development and
Keywords							
T. L .R. (s)		Laptop					
Ref:	Computing	curriculum Page		5			
DAY	Phase 1:	Phase 2: Main					Phase 3:
	Starter	(new learning incl	uding asse	essme	ent)		Plenary / Reflections
	(preparing	$\langle \langle \rangle \rangle$					
	the brain						
	for	$\langle \rangle$					
	learning)	T-malana the success	f ala a la la a				Milest barre we les wet
	Engage	Explore the uses of	ог спеск ро	oxes,	radio buttons,		What have we learnt
Wednesday	learners to	textboxes etc.					today?
weatesday	and recite	Guido loarnors to	opop and	521/0	a nago load tho	m to	Ask learners to
and reciteGuide learners to open andfamiliarfill the forms offline			•	Save	a page. Lead the	11110	summarize the main
	rhymes						points in the lesson
	inymes	Assessment: Let le	earners de	mon	strate the filing (	of	
		forms offline					

SUBJECT: CREATIVE ARTS

Week Endin	g:				Class size:			
Day :				Date :				
Period :				Lesson :				
Strand :			Sub-stran	d :				
Visual Arts			Displaying	g and	l Sharing			
Performing A	Arts		Appreciati	ing a	nd Appraising			
Indicator (co	ode)	B6 1.3.5.1		B6 2	.4.7.2			
Content star	ndard (code)	B6 1.3.5.		B6 2	.4.7.			
	<b>tencies</b> : Crea	<ul> <li>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</li> <li>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</li> <li>tivity and Innovation Communication and Collaboration Personal Development and ng and Problem Solving.</li> </ul>						
T. L .R. (s)		Pictures						
Ref:	Creative Art	ts curriculum						
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	ncluding assessment) Plenary / Reflections					
Monday	Engage	Learners are to:				What have we learnt		
	learners to	I decide on the ty	ypes and nu	umb	er of artworks (2-	today?		
	sing songs	dimensional and	3-dimansio	onal) to exhibit and mount				

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

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	

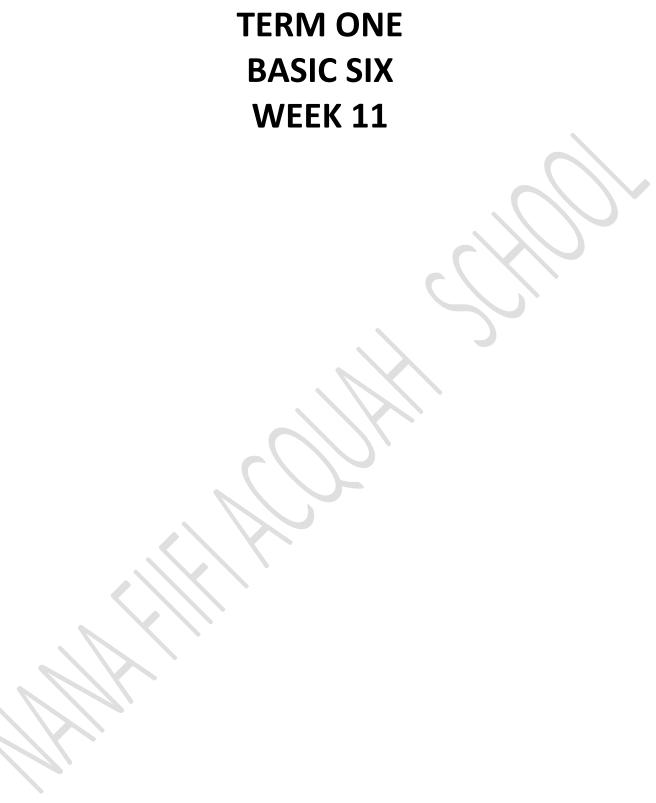
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SUBJECT: GHANAIAN LANGUAGE CLASS: SIX

Week Ending:				Class si	ze:	
Day :			C	Date :		
Period :			L	esson :	$\sim$	
Strand : Wri	ting Conventi	ons / Usage	Sub-strand	:		
			Integrating	Grammar i	n Written Lang	uage (Punctuation)
			Integrating	Grammar i	n Written Lang	uage (Use of action
			words)	$\overline{N}$		
Indicator (co	-			6.5.3.1.1		
	ndard (code)			6.5.3.1.		
Performance	e Indicator	<ul> <li>Learners should use punctuation marks appropriately in writing essays</li> <li>Learners should use punctuation marks appropriately in writing reports.</li> <li>Learners should recognise and use perfect tense action words in sentences.</li> </ul>				
Core Compe	tencies: Crea	tivity and Innovati	on Communi	cation and	Collaboration I	Personal Development and
		ng and Problem So				
Keywords	<					
T. L .R. (s)						
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
		(new learning inc	luding asses	sment)		Plenary / Reflections
	(preparing the brain					
	for					
	learning)					
	Engage	• Revise punctua	tion marks w	vith learner	S.	What have we learnt
	leaners to	• Give a topic for				today?
	sing songs	• Take learners' e	essays and di	scuss the p	unctuation	
	and recite	used in them.				

fami		• Give another essay topic for learners to write and	
rhyn	nes	discuss among themselves the punctuations used.	
			Review the lesson with
		Assessment: let learners use punctuation marks	learners
		appropriately in writing essays	
Enga	age	<ul> <li>Write well punctuated on flashcards.</li> </ul>	What have we learnt
lean	ers to	<ul> <li>Use the flashcards to help learners write their own</li> </ul>	today?
-	songs	reports.	
	recite	<ul> <li>Give a topic for learners to write a report on and</li> </ul>	
fami	-	check the use of their punctuations.	
rhyn	nes	• Give a report with no punctuation, ask learners to put	
		in the punctuations marks and discuss them.	Review the lesson with
			learners
		Assessment: let learners use punctuation marks	
		appropriately in writing reports.	
Enga	age	• Write the sentences on the board and discuss the	What have we learnt
lean	leaners to	perfect tense with learners.	today?
-	songs	<ul> <li>Allow a learner to give an action word (verb) and</li> </ul>	
and	recite	another learner to use it to form a sentence with the	
fami	-	verb in the perfect tense.	
rhyn	nes	• Talk about the perfect tense and give examples on the	
		board.	Review the lesson with
		• Write some sentences and allow learners to identify	learners
		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.	
		ווו זכוונכוונכז.	

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SUBJECT: ENGLISH LANGUAGE

Week Ending:		Class size:		
Day :	C	ate :		
Period :	L	esson :		
Strand :	Sub-strand			
A. Oral Language		entation		
B. Reading		Comprehension		
C. Grammar Usage A		erbs		
D. Writing		riptive Writing		
E. Using Writing Con		g Action Words		
F. Extensive Reading	; <b>F.</b> Build	ling 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	B.5.1. B6.4.12.1. B6.5.4.1. B6.6.1.1.		
Performance Indicator	A. Learners can demonst	rate awareness of the features of spoken language		
	e.g. the use of modal e	pressions to convey tentativeness e.g. probably, not		
	too sure etc.			
	B. Learners can scan/skin	n for details		
	C. Learners can use different personal activities	ent forms of verbs: Irregular, Infinitive to talk about		
	D. Learners can use desc	riptive words/sound devices/ figurative language to		
	describe events/situat	ons/places/personal experiences and events.		
	E. Learners can explore	he use of the simple past verb form and participle		
	form			

Leadership C		F. Learners can read and critique a variety of age- ar and present a one-page critical commentary bas each book read tivity and Innovation Communication and Collaboration Pe ng and Problem Solving.	ed on a set of criteria, or
Keywords			
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on library.	a manila card and a clas
Ref:	English Lang	guage curriculum Page	
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Revise important features of spoken language such as contractions and ellipsis (contractions, ellipsis e.g. A: What's your name? B: Esi.</li> <li>Let learners identify these features in their readers, story books, etc.</li> <li>Let them engage in pairs and group dialogue on given topics.</li> <li>Assessment: let learners use modal expressions to convey tentativeness e.g. probably, not too sure etc. in conversation</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson
Tuesday	Engage learners to sing songs and recite familiar rhymes	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	C.GRAMMAR E.g.: I asked my friend to read the story Assessment: let learners use different forms of verbs:	What have we learnt today? Ask learners to summarize the main
	rhymes	Irregular, Infinitive to talk about personal activities	points in the lesson

NANA FIIFI ACC	Engage	D.WRITING	What have we learnt
marsuay	learners to	Briefly revise the writing process by having learners	today?
	sing songs	name the stages and say what happens at each stage.	,
	and recite	Revise descriptive writing with learners	Ask learners to
	familiar	• Have learners select a topic e.g. "A Day I will never	summarize the main
	rhymes	forget".	points in the lesson
		<ul> <li>Provide a sample text. Guide learners to identify the</li> </ul>	
		descriptive words and expressions:	
		<ul> <li>Discuss the descriptive words and expressions with</li> </ul>	
		learners.	
		<ul> <li>Put learners into groups and guide them through the</li> </ul>	
		writing process to describe events/situations/places of	
		their choice and personal experiences. Focus on the use	$\sim$
		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.	
		<ul> <li>Senses: sight, smell, touch, taste.</li> <li>Sensory details (Allow a reader to visualize a person, a</li> </ul>	
		place, a thing or an idea).	
		place, a thing of an lucaj.	
		Assessment: let learners use descriptive words/sound	
		devices/ figurative language to describe events	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	<ul> <li>Let learners write a story. E.g. about what happened</li> </ul>	today?
	sing songs	after school on Monday.	
	and recite	<ul> <li>Discuss the essay topic with learners and use the</li> </ul>	Ask learners to
	familiar	webbing strategy to help them write on the chosen	summarize the main
	rhymes	topic. Learners write individually.	points in the lesson
		<ul> <li>Learners exchange their work for editing as teacher</li> </ul>	
		guides by focusing on the past verb form and participle	
	$\langle \rangle \rangle$	form.	
		• Assist those whose essays are only in the simple past	
1.	111	to write some in the past participle tense.	
		<ul> <li>Learners rewrite their essays incorporating the corrections</li> </ul>	
		Assessment: let learners write a story. E.g. about what	
		happened after school on Monday, using the simple	
		past verb form and participle form	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and		whole class
	choose and		

1		
read books		
during the	<ul> <li>Lead discussion on the importance of</li> </ul>	
library	reading widely.	
period	<ul> <li>Have learners read books of their choice</li> </ul>	
	independently during the library period.	
	<ul> <li>Learners think-pair-share their stories</li> </ul>	
	with peers.	
	<ul> <li>Ask each learner to write a-two-</li> </ul>	
	paragraph summary of the book read.	
	<ul> <li>Invite individuals to present their work</li> </ul>	
	to the class for feedback.	
	Encourage them to visit the local library	
	to read and borrow books.	
	<ul> <li>Encourage them to share whatever they</li> </ul>	
	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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SUBJECT: MATHEMATICS

Week Ending:				Class size:	
Day :			Dat	:e :	
Period :			Lesson :		
Strand : Nun	nber	Sub-strar	nd : N	Number Operations	
Indicator (co	ode)	B6.1.2.3.1 B6.1.	2.4.2	L	
Content star	ndard (code)	B6.1.2.3. B6.1.	2.4.		
Performance	e Indicator		nine basic division fact up to 81 3-digit numbers by 1-digit number efficiently		
		tivity and Innovation Commung and Problem Solving.	inica	tion and Collaboration Pe	ersonal Development and
Keywords					
T. L .R. (s)		Counters			
Ref:	Mathemati	cs curriculum Page			
DAY	Phase 1: Starter (preparing	Phase 2: Main (new learning including ass	essn	nent)	Phase 3: Plenary / Reflections
	the brain for learning)				
Monday	Sing songs like:	Investigate numbers that are How do you know a numbe II? (This is also known as t	er is	divisible by 6, 8, 9 and	Review the lesson with Learners
		I I ! ( I NIS IS AISO KNOWN AS t	ne di	visidility test).	

	1		
	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	
		1       3       4       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	
		Assessment: have learners to practice with more examples	
Tuesday	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
	ľm		
	counting		
	one, what	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	
	is one	playing cards. Players take turns in throwing a one dice	
	1 - One is	and mark (or cover) a number that can be divided by	
	one alone,	the results (i.e. a quotient). The winner is the one who	
	alone it	obtains three numbers in a line	
	shall be.		
	snall be.	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	
		Assessment: have learners to practice with more examples	
Wednesda	Sing songs		Review the lesson with
У	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	Learners

	I'm counting one, what	there is none left and then determining the number of times the divisor is taken from the dividend.	
	is one 1 - One is one alone, alone it shall be.	24       6150         -48       24 goes into 61 two times so difference is 13, and bring down next digit         -120       24 goes into 61 two times so difference is 13, and bring down next digit         24 goes into 135 5 times so difference is 15, and bring down next digit         50       -144         6       so difference is 6, and nothing to bring dowr and the answer is         256 remainder 6	
		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. $ \frac{24 \begin{bmatrix} 256 \\ -48 \\ 135 \\ -120 \\ 150 \\ -144 \\ 6 \end{bmatrix} $ <sup>24</sup> goes into 61 two times so difference is 13, and bring down next digit 24 goes into 135 5 times so difference is 15, and bring down next digit so difference is 6, and nothing to bring down and the answer is 256 remainder 6	Review the lesson with Learners
		Assessment: have learners to practice with more examples	
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

	one, what is one 1 - One is one alone, alone it shall be.	24 6150 -48 24 goes into 61 two times so difference is 13, and bring down next digit 24 goes into 135 5 times so difference is 15, and bring down next digit so difference is 6, and nothing to bring dowr and the answer is 256 remainder 6 Assessment: have learners to practice with more examples
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SUBJECT: SCIENCE CLASS: SIX

Week Endin	g:				Class size:	
Day :				Date	2:	
Period :				Less	on :	
Strand : FOF	CES AND ENE	RGY	Sub-strand	<b>d :</b> E	LECTRICITY AND ELECTR	ONICS
Indicator (co	ode)	B6.4.2.1.1				
Content star	ndard (code)	B6.4.2.1.				
Performanc	e Indicator	Learners can cons	truct an ele	ectri	c circuit and know the fu	inctions of its components
Leadership (		tivity and Innovatic ng and Problem Sol		nicat	ion and Collaboration P	ersonal Development and
Keywords			$\sim$		5	
T. L .R. (s)		Pictures				
Ref:	Science cur	riculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	ssm	ent)	Plenary / Reflections
	(preparing					
	the brain					
	for learning)					
Monday	Engage	• Engage learners	to discuss	tho	hasic components of	What have we learnt
Wonday	learners to		• Engage learners to discuss the basic components of an electric circuit (use video demonstrations where			today?
	sing songs	available).	(			
	and recite	• Note that the basic components are the battery (dry			Ask learners to	
	familiar	cell), bulb, connecting wire, switch/key, etc.		summarize the		
	rhymes	• Learners mentio	on the roles	s of t	he components of the	important points of the
		electric circuit.				lesson
		• Learners, in grou	ups, provide	e th	em with the electrical	
		components and a	assist them	to c	construct a functional	
		simple electric cire	cuit.			

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

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SUBJECT: HISTORY

Week Endi	ng:			Class size:		
Day :	Day :			te :		
Period :			Les	son :		$\mathcal{O}$
Strand : Jou	irney to Indep	endence	Sub-strand :	Formation of Po	olitical Part	ties
Indicator (c	ode)	B6.5.2.1.1				
Content sta	ndard (code)	B6.5.2.1.				
Performan	ce Indicator		d CPP) in the			f the two major political the Gold Coast after the
-		tivity and Innovati ng and Problem So		ation and Collab	ooration Pe	ersonal Development and
T. L .R. (s)		Pictures				
Ref:	History curr	riculum Page				
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	luding assessr	nent)		Phase 3: Plenary / Reflections
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners recount their community Assessment: let le celebration in the	earners narrat			What have we learnt today? Ask learners to summarize the main points in the lesson

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

SUBJECT: OUR WORLD OUR PEOPLE

Week Endin	g:			Class size:		
Day :			Da	Date :		
					$\sim$	
Period :			Les	son :	$\mathcal{O}$	
Strand : ALL	AROUND US	Sub-	strand :	Map Making and Land Ma	arks	
Indicator (co	ode)	B6.2.3.1.1.				
Content sta	ndard (code)	B6.2.3.1.				
Performanc	e Indicator	Learners can Identify t	the polition	cal regions on a sketch ma	ap of Ghana	
Core Competencies: Crea Leadership Critical Thinki			mmunica	tion and Collaboration Pe	ersonal Development and	
Keywords		C \				
T. L .R. (s)		Pictures				
Ref:	Our World (	Our People curriculum	Page			
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
Tuesday	Engage	Learners talk about the	•		What have we learnt	
	learners to	the sixteen regions, the	eir names	and capitals.	today?	
	sing songs					
	and recite		ations of t	he political regions on a	Ask learners to	
	familiar	sketch map of Ghana.			summarize the main	
	rhymes	Accorrent. Lating	میں اوام سے	futhe political regions	points in the lesson	
		Assessment: Let learne		iy the political regions		
		on a sketch map of Gha	ana			

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

SUBJECT: PHYSICAL EDUCATION

Week Endin	g:				Class size:	
Day :			I	Date :		
Period :	Period :		I	Less	on :	$\sim$
Strand : MO	TOR SKILLS A	ND MOVEMENT	Sub-stranc	<b>d</b> : Ⅳ	IANIPULATIVE SKILLS	
PATTERNS					$\sim$	$\sim$
Indicator (co	ode)	B6.1.2.1.9:				
Content sta	ndard (code)	B6.1.2.1.				
Performanc	e Indicator	Learners can kick football).	a ball, droj	ppe	d from the hands, at a t	target (goalies' punting in
				nicat	ion and Collaboration P	ersonal Development and
Leadership (		ng and Problem Solv	ving.			
Keywords			$\square$			
T. L .R. (s)		cones				
Ref:	PE curriculu					
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning incl	uding asse	essm	ent)	Plenary / Reflections
	(preparing		-			
	the brain					
	for					
	learning)					
Friday	Learners	-			rtners standing at the	What have we learnt
	jog round a	• •		•	om the cones facing	today?
	demarcate				nt with the ball dribble	
	d area in				ast cone kicks it to the	Use answers to
	files while				ther group. Arrange	summarise the lesson.
	singing and	more cones and g		ers to	practice with	
	clapping to	corrective feedbac	ck			
	warm-up					
	the body					
	for					
	maximal					

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performan	
ce and to	
prevent	
injuries	

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•	LESSON PLAN
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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:					Class size:	
Day :				Date :		
Period :				Lesson :		
Strand : Reli	gious Practice	es and their Moral Su	al Sub-strand : Festivals in the Three Major Religions			ajor Religions
Implications					$\sim$	$\sim$
Indicator (co	ode)	B6.2.2.1.1:				
Content sta	ndard (code)	B6.2.2.1.				
Performanc	e Indicator	Learners can gather and record data on religious festivals.				
Leadership (		tivity and Innovation ( ng and Problem Solvin		nicat	on and Collaboration F	Personal Development and
Keywords						
T. L .R. (s)						
Ref:	RME curricu	lum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter	(new learning includi	ing asse	essmo	ent)	Plenary / Reflections
	(preparing					
	the brain					
for						
	learning)					
Friday	Engage	Let learners write es				What have we learnt
	learners to celebrated and read their e			says	to the class.	today?
sing songs						
	and recite		ners writ	te es	says on how festivals	Ask learners to
	familiar	are celebrated				summarize the main
	rhymes					points in the lesson

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:				Class size:		
Day :			Da	ite :		
Period :			Le	sson :		
Strand : Internet and soci		al media Sub-strand : CL		CUSTOMIZING YOUF	R 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	e Indicator	Learners can identify reasons for customising a web browser				
		Learners can illustrate how to set themes.				
		•		ation and Collaborat	ion Personal Development and	
Leadership C	Critical Thinkir	ng and Problem Sol	lving.	///		
Keywords			-			
Reywords						
T. L .R. (s)		Laptop				
Ref:	Computing	curriculum Page				
DAY	Phase 1:	Phase 2: Main	$\sim$		Phase 3:	
	Starter	(new learning including assessment)			Plenary / Reflections	
	(preparing					
	the brain					
	for					
	learning)					
	Engage	Discuss the reasons needed for customising an item (i)			.,	
Modecodout		to gain access to	) for today?			
Wednesday	sing songs	side by side brow				
	and recite				Ask learners to	
familiar		Explore on customisation , locate the more settings ,				
	rhymes	s Under appearance			points in the lesson	
		Assessment: Let I	earners expla	in how to set theme	s	

SUBJECT:	CREATIVE ARTS	CLASS: SIX
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Week Endin	g:			Class size:		
Day :			Da	te :		
Period :			Le	sson :		
					$\boldsymbol{\lambda}$	
Strand : Visu	ual Arts Per	forming Arts	Sub-strand :	Appreciating and Apprais	ing	
Indicator (co	-	B6 1.4.6.2		B6 2.4.6.2		
	ndard (code)					
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				
				ation and Collaboration Pe	ersonal Development and	
Leadership (	Critical Thinkin	ng and Problem Solv	/ing.			
Keywords						
ney wor as						
T. L .R. (s)		Pictures				
Ref:	Creative Art	s curriculum				
DAY	Phase 1:	Phase 2: Main			Phase 3:	
	Starter	(new learning inclu	uding assess	ment)	Plenary / Reflections	
(preparing						
	the brain					
	for					
	learning)					
Monday	Engage	Learners are to: What have we learn				
	learners to	I discuss and acce			today?	
sing songs appraising own and/or othe		-				
	and recite	the guidelines sug	-		Ask learners to	
	familiar	Identify the correct vocabular		y to use for appreciating	summarize the main	
	rhymes	and appraising artworks;		points in the lesson		

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		<ul> <li>agree on what to use the appraisal report for and how to share it;</li> <li>agree on the approach/method (manual/digital) to use in recording/documenting</li> <li>the appraisal process;</li> <li>fix a day/date for the appreciation/appraisal/jury. Suggested Guidelines</li> <li>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.</li> <li>Subject matter: Meaning, message, topic, mood, feelings, history, religion, environment, global warming.</li> <li>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).</li> <li>Experiences to share: the design process through thinking and composing, planning and making, displaying and sharing, etc.</li> <li>Assessment: let learners write guidelines for appreciating and appraising own and others' visual artworks that reflect the physical and social</li> </ul>	
Madaaaday	<b>F</b> 12222	environments of some communities in the world	M/hat have use leavet
Wednesday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>Learners are to:</li> <li>discuss and accept a guide for analysing and appreciating/appraising own and/or others compositions and performances on the guide guidelines suggested below;</li> <li>identify the correct vocabulary to use for appreciating and appraising music, dance and drama, poetry, etc.;</li> <li>agree on what to use the appraisal report for and how to share it;</li> <li>agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;</li> <li>fix a day/date for the appreciation/appraisal/jury. Suggested guidelines</li> <li>Music: Theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson

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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SUBJECT: GHANAIAN LANGUAGE

Week Endin	g:			Cl	ass size:	
Day :			C	Date :		
Period :			L	essor.		
Strand : Exte	ensive Readin	g	Sub-strand Learners	: Buil	ding the Love and Cu	ture of Reading in
Indicator (co	ode)	B6.6.1.1.1 B	6.6.1.1.2			
Content star	ndard (code)	B6.6.1.1. B6.	.6.1.1.			
Performance	e Indicator				ognise topics for mag	
			• Learners should recognise features of articles for a class magazine. ity and Innovation Communication and Collaboration Personal Development and			
		ng and Problem Sol		Ιςατιο	n and Collaboration P	ersonal Development and
Keywords						
T. L .R. (s)						
Ref:	Ghanaian La	anguage curriculu	m			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)					Plenary / Reflections
	Engage leaners to sing songs and recite familiar rhymes	<ul> <li>Discuss the article</li> <li>Help learners to</li> <li>Discuss the topic</li> <li>Assessment: let let</li> </ul>	o recognise to ic with the le	opics earner	for magazines. s.	What have we learnt today? Review the lesson with learners

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

# **TERM ONE BASIC SIX WEEK 12**

SUBJECT: ENGLISH LANGUAGE

Week Ending:			Class size:		
Day :		Dat			
Period :		Les	son :	5	
Strand :		Sub-strand :			
A. Oral Language		A. Preser	tation		
B. Reading		B. Comp	Comprehension		
C. Grammar Usage A	t Word	C. Verbs			
D. Writing		D. Descri	Descriptive Writing		
E. Using Writing Con	ventions	E. Using	Jsing Action Words		
F. Extensive Reading		F. Buildir	g the Love and Cult	ure of Readin	g
Indicator (code)	B6.1.10.1.2 B6.2	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)		2.7.1. B6.3.5		B6.5.4.1.	B6.6.1.1.
Performance Indicator			e awareness of the		
			language (simpli		·
	structures	, formal/inform	nal)		
	B. Learners c	an scan/skim f	or details		
	C. Learners c	an use differe	lifferent forms of verbs: Irregular, Infinitive to talk about		
VV	personal a	octivities			
	D. Learners o	an use descrip	descriptive words/sound devices/ figurative language to		
	describe e	vents/situatio	s/places/personal e	experiences a	nd events.
	E. Learners o	can explore the	use of the simple	past verb for	rm and participle
	form				
	F. Learners c	an read and cr	tique a variety of ag	e- and level a	ppropriate books
	and prese	nt a one-page	critical commentary	based on a s	set of criteria, on
	each book	read			

Leadership C	ritical Thinkir	ng and Problem Solving.					
Keywords							
T. L .R. (s)		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.					
Ref:	English Lang	guage curriculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning including assessment)	Phase 3: Plenary / Reflections				
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>A.ORAL LANGUAGE</li> <li>Lead learners to discover differences between spoken and written forms of language. E.g. Formal and informal language:</li> <li>"I can't " vs "I cannot".</li> <li>Create situations for learners to practise both formal and informal forms.</li> <li>Assessment: let learners use formal and informal forms to talk about personal activities</li> </ul>	What have we learnt today? Ask learners to summarize the main points in the lesson				
Tuesday	Engage learners to sing songs and recite familiar rhymes	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?				

NANA FIIFI AG	familiar	• Have learners select a topic e.g. "A Day I will never	Ask learners to
	rhymes	forget".	summarize the main
		• Provide a sample text. Guide learners to identify the	points in the lesson
		descriptive words and expressions:	
		<ul> <li>Discuss the descriptive words and expressions with</li> </ul>	
		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	
		<ul> <li>Descriptive (adjectives) words.</li> <li>Figurative language e.g. simile – metaphor,</li> </ul>	
		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	
Friday	Engage	E.WRITING CONVENTION AND GRAMMAR USAGE	What have we learnt
	learners to	• Let learners write a story. E.g. about what happened	today?
	sing songs and recite	<ul><li>after school on Monday.</li><li>Assist those whose essays are only in the simple past</li></ul>	Ask learners to
	familiar	to write some in the past participle tense.	summarize the main
	rhymes	to write some in the pust purticiple tense.	points in the lesson
	,	Have learners write on another topic individually using	F
		the simple past verb form as well as the past participle	
		form.	
		Assessment: let learners write a story. E.g. about what	
	$\sim \sim$	happened after school on Monday, using the simple	
		past verb form and participle form	
Friday	Guide	E.EXTENSIVE READING	Have learners to tell
	learners to		what they read to the
	choose and	<ul> <li>Lead discussion on the importance of</li> </ul>	whole class
	read books	reading widely.	
	during the	<ul> <li>Have learners read books of their choice</li> </ul>	
	library	independently during the library period.	
	_	<ul><li>independently during the library period.</li><li>Learners think-pair-share their stories</li></ul>	
	library		
	library	Learners think-pair-share their stories	

<ul> <li>Invite individuals to present their work</li> </ul>	
to the class for feedback.	
<ul> <li>Encourage them to visit the local library</li> </ul>	
to read and borrow books.	
<ul> <li>Encourage them to share whatever they</li> </ul>	
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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SUBJECT: MATHEMATICS

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Lesson :		
Strand : Nur	nber	S	Sub-strand	<b>d</b> : N	lumber Operations	
Indicator (co	ode)	B6.1.2.5.1	$\bigcap$			
Content star	ndard (code)	B6.1.2.5.				
Performance	e Indicator	Learners can solve	multi step	o wo	ord problems involving th	ne four basic operations
		tivity and Innovation ng and Problem Solvi		nicat	ion and Collaboration Pe	ersonal Development and
Keywords	<	$\mathcal{M}$				
T. L .R. (s)		Counters				
Ref:	Mathematic	ics curriculum Page				
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning including assessment)			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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l'm counting	Assessment: have learners to practice with more examples	
one, what is one		
Sing songs like: I'm counting one, what	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	Review the lesson with Learners
Sing songs like: I'm counting one, what	Examples 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
is one 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
Sing songs like: I'm counting one, what is one 1 - One is	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	Review the lesson with Learners
	counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one Sing songs like: I'm counting one, what is one	I'm counting one, what is oneAssessment: have learners to practice with more examplesSing songs like:Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learntI'm counting one, what is oneAssessment: have learners to practice with more examplesSing songs like:Learners role play a given word problem involving addition and multiplication and solveI'm counting one, what is oneAssessment: have learners to practice with more examplesSing songs like:Learners role play a given word problem involving addition and multiplication and solveI'm counting one, what is oneLearners role play a given word problem involving subtraction and division and solveSing songs like:Learners role play a given word problem involving subtraction and division and solveI'm counting one, what is oneLearners 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.

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SUBJECT: SCIENCE CLASS: SIX

Week Endin	g:				Class size:	
Day :				Dat	e :	
Period :				Less	son :	
Strand : FOR	CES AND ENE	RGY	Sub-stran	<b>d :</b> E	LECTRICITY AND ELECTF	RONICS
Indicator (co	ode)	B6.4.2.1.1				
Content star	ndard (code)	B6.4.2.1.				
Performance	e Indicator	Learners can cons	truct an ele	ectri	c circuit and know the fu	unctions of its components
		tivity and Innovations and Problem Sol		nicat	ion and Collaboration P	ersonal Development and
Keywords			-()		5	
T. L .R. (s)		Pictures				
Ref:			X			
DAY	Phase 1:	Phase 2: Main				Phase 3:
	Starter (preparing the brain for learning)	(new learning incl	luding asse	essm	ent)	Plenary / Reflections
Monday	Engage learners to sing songs and recite familiar rhymes	<ul> <li>an electric circuit</li> <li>available).</li> <li>Note that the bacell, bulb, connect</li> <li>Learners mentionelectric circuit.</li> <li>Learners, in group</li> </ul>	(use video asic compo cting wire, s on the roles ups, provid assist them	dem onen swit s of t le th	basic components of nonstrations where ts are the battery (dry ch/key, etc. the components of the em with the electrical construct a functional	What have we learnt today? Ask learners to summarize the important points of the lesson

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

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SUBJECT: HISTORY

Week Ending:				Class size:			
Day :			D	ate :			
Period :	Period :					$\mathcal{O}$	
Strand : Journey to Independence Sub-stran			Sub-strand	nd : Formation of Political Parties			
Indicator (o	code)	B6.5.2.1.1					
Content sta	andard (code)	B6.5.2.1.					
	ce Indicator	parties (UGCC an Second World Wa	nd CPP) in the ar.	independenc	e struggle ir	of the two major political the Gold Coast after the	
Leadership		ng and Problem So		cation and Col	laboration P	ersonal Development and	
Keywords							
T. L .R. (s)		Pictures					
Ref:	History curr	iculum Page					
DAY	Phase 1: Starter (preparing the brain for learning)	Phase 2: Main (new learning inc	Main ning including assessment)			Phase 3: Plenary / Reflections	
Tuesday	Engage learners to sing songs and recite familiar rhymes Why were some of	Enact the declara Nkrumah. Assessment: let la independence by	earners narra	te the declara		What have we learnt today? Ask learners to summarize the main points in the lesson	

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	0,07,11		
	the leaders		
	referred to		
	as the 'Big		
	Six'?		
Thursday	Engage	Enact the declaration of independence by Kwame	What have we learnt
	learners to	Nkrumah.	today?
	sing songs and recite familiar rhymes	Assessment: let learners narrate the declaration of independence by Kwame Nkrumah	Ask learners to summarize the main points in the lesson
	Why were some of		$\sim$
	the leaders		
	referred to		
	as the 'Big		
	Six'?		

SUBJECT: OUR WORLD OUR PEOPLE

Week Ending:				Class size:			
Day :			Da	Date :			
Period :				son :	$\mathcal{O}$		
Strand : ALL	AROUND US	Sub-	strand :	Map Making and Land Ma	arks		
Indicator (co	ode)	B6.2.3.1.1.					
Content sta	ndard (code)	B6.2.3.1.					
Performanc	e Indicator	Learners can Identify t	he politio	cal regions on a sketch ma	ap of Ghana		
Leadership (		tivity and Innovation Cong and Problem Solving.	mmunica	tion and Collaboration Pe	ersonal Development and		
Keywords							
T. L .R. (s)		Pictures					
Ref:	Our World (	Our People curriculum	Page				
DAY	Phase 1:	Phase 2: Main			Phase 3:		
	Starter	(new learning including	g assessr	nent)	Plenary / Reflections		
	(preparing						
	the brain						
	for						
	learning)						
Tuesday	Engage	Learners talk about the	•		What have we learnt		
	learners to	the sixteen regions, the	eir names	and capitals.	today?		
	sing songs						
	and recite		ations of t	he political regions on a	Ask learners to		
	familiar	sketch map of Ghana.			summarize the main		
	rhymes			<b>6</b>	points in the lesson		
		Assessment: Let learne		ty the political regions			
		on a sketch map of Gha	ana				

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

SUBJECT: PHYSICAL EDUCATION

Week Ending:				Class size:			
Day :			[	Date :			
Period :	Period :			Less	on :	$\sim$	
Strand : MO	TOR SKILLS A	ND MOVEMENT	Sub-strand	<b>∃:</b> ∿	IANIPULATIVE SKILLS		
PATTERNS					$\sim$		
Indicator (co	ode)	B6.1.2.1.10					
Content star	ndard (code)	B6.1.2.1.					
Performance	e Indicator	Learners can dribb	ole and pass	s a b	ball to a partner while be	eing guarded.	
-		tivity and Innovationg and Problem Solv		nicat	ion and Collaboration P	ersonal Development and	
Keywords							
T. L .R. (s)		cones					
Ref:	PE curriculu	m Page	5				
DAY	Phase 1:	Phase 2: Main				Phase 3:	
	Starter	(new learning inclu	uding asses	ssm	ent)	Plenary / Reflections	
	(preparing the brain	$\langle \rangle \langle \rangle$					
	for						
	learning)						
Friday	Learners	Arrange five cones	s with partn	ners	standing at the	What have we learnt	
	jog round a	-	-		om the cones facing	today?	
	demarcate	•••		•	ough the cones freely.	,	
	d area in	Learners dribble w	/hile being	pre	vented/guarded by	Use answers to	
	files while			-	p. Learners practice	summarise the lesson.	
	singing and	based on their cap	abilities an	nd p	rogress at their own		
	clapping to	pace. Learners' pra	actice dribb	oling	g in handball,		
	warm-up	football/basketbal	ll based on	faci	lities and material		
	the body	available					
	for						
	maximal						

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performan						
ce and to						
prevent						
injuries						

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SUBJECT: RELIGIOUS AND MORAL EDUCATION

CLASS: SIX

Week Ending:				Class size:				
Day :				Date :				
Period :				Lesson :				
Strand : Reli	gious Practice	es and their Moral	Sub-stran	<b>d :</b> F	estivals in the Three Ma	ajor Religions		
Implications						$\sim$		
Indicator (co	ode)	B6.2.2.1.1:						
Content star	ndard (code)	B6.2.2.1.						
Performance	e Indicator	Learners can gath	er and rec	ord	data on religious festiva	als.		
Leadership (		tivity and Innovation ng and Problem Solv		nica	ion and Collaboration F	Personal Development and		
Keywords								
T. L .R. (s)		Pictures						
Ref:	RME curricu	Ilum Page	С,					
DAY	Phase 1:	Phase 2: Main				Phase 3:		
	Starter	(new learning inclu	uding asse	essm	ent)	Plenary / Reflections		
	(preparing							
	the brain							
	for							
	learning)							
Friday	Engage	Let learners write	essays on	how	festivals are	What have we learnt		
	learners to	celebrated and rea	ad their es	says	to the class.	today?		
	sing songs							
	and recite		arners writ	rite essays on how festivals Ask learners to				
	familiar	are celebrated summarize the m						
	rhymes	points in the lesson						

SUBJECT: COMPUTING

CLASS: SIX

Week Ending:				Class size:				
Day :				Date :				
Period :	Period :				Lesson :			
Strand : Internet and social media Sub-st			Sub-stran	nd : ele	ectronic e	mail		
Indicator (co	de)	B6.6.7.1.1						
Content star	ndard (code)	B6.6.7.1.						
Performance	e Indicator	Learners can show	w how to c	reate	and acces	s e-mail mes	ssages.	
		tivity and Innovations and Problem So		inicati	on and Co	llaboration I	Personal Development and	
Keywords								
T. L .R. (s)		Laptop						
Ref:	Computing	curriculum Page						
DAY	Phase 1:	Phase 2: Main	$\sim$				Phase 3:	
	Starter	(new learning inc	luding asse	sessment) Plenary / Reflection			Plenary / Reflections	
	(preparing the brain	$\langle \langle \rangle \rangle$						
	for							
	learning)	$\langle \rangle$						
	Engage	Guide learners to	receive en	mail			What have we learnt	
	learners to						today?	
Wednesday	sing songs	Assessment: Let I	earners de	escribe	how to c	reate and		
and recite access e-mail messages.			ssages.				Ask learners to	
	familiar						summarize the main	
	rhymes						points in the lesson	

SUBJECT: CREATIVE ARTS

Week Ending:			Class size:				
Day :			Date :				
Period :			Lesso	on :	$\mathcal{O}$		
Strand :		Sub-stran	nd :				
Visual Arts		Appreciat	ing ar	d Appraising			
Performing Arts							
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 Core Competencies: Crea Leadership Critical Thinkir	<ul> <li>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</li> <li>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</li> <li>tivity and Innovation Communication and Collaboration Personal Development and</li> </ul>						
Keywords							
T. L .R. (s)	Pictures						
Ref: Creative Art	s curriculum						
DAY Phase 1:	Phase 2: Main				Phase 3:		
Starter (preparing the brain for learning)	new learning including assessment) Plenary / Reflections						
Monday Engage	Learners are to:	Learners are to: What have we learnt					
learners to sing songs	I discuss and accertain appraising own are			opreciating and ual artworks based on	today?		
and recite	the guidelines sug	-					

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	familiar	Identify the correct vocabulary to use for appreciating	Ask learners to
	rhymes	and appraising artworks;	summarize the main
		agree on what to use the appraisal report for and how	points in the lesson
		to share it;	
		I agree on the approach/method (manual/digital) to	
		use in recording/documenting	
		Ithe appraisal process;	
		If ix 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.	
		Isubject matter: Meaning, message, topic, mood,	
		feelings, history, religion, environment, global warming.	
		Paperaisal: 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 are to:	What have we learnt
	learners to	I discuss and accept a guide for analysing and	today?
	sing songs	appreciating/appraising own and/or others	
	and recite	compositions and performances on the guide guidelines	Ask learners to
	familiar	suggested below;	summarize the main
	rhymes	Identify the correct vocabulary to use for appreciating	points in the lesson
		and appraising music, dance and drama, poetry, etc.;	
		I agree on what to use the appraisal report for and how	
		to share it;	
		I agree on the approach/method (manual/digital) to	
		use in recording/documenting the appraisal process;	
		If ix a day/date for the appreciation/appraisal/jury.	
		Suggested guidelines	

I 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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SUBJECT: GHANAIAN LANGUAGE

Week Ending:				Class size:	
Day :			D	pate :	
Period :			L	esson :	
Strand : Exte	ensive Readin	g	Sub-strand Learners	: Building the Love and Cu	Ilture of Reading in
Indicator (code)		B6.6.1.1.3 B6.6.1.1.4			
Content standard (code)			I. B6.6.1.1.		
Performance	e Indicator			d write articles for class n	
			Learners should publish the articles in the magazines		
		tivity and Innovations and Problem So		cation and Collaboration	Personal Development and
Keywords					
T. L .R. (s)		Manila cards, markers, recorded audios visual			
Ref:	Ghanaian La	anguage curriculum			
DAY Phase 1: Phase 2: Main			Phase 3:		
	Starter (preparing the brain for learning)	(new learning inc	luding asses	sment)	Plenary / Reflections
	Engage leaners to sing songs and recite	<ul> <li>Discuss a topic f</li> <li>Encourage learn magazine</li> </ul>		with learners. the article in their class	What have we learnt today?
	familiar rhymes	Assessment: let le magazine	earners write	e articles for class	Review the lesson with learners

• Let learners read some of the articles in class.	What have we learnt
• Assist learners to publish the article in the class	today?
magazine. Assessment: let learners publish articles in the class magazine.	Review the lesson with learners
• Let learners read some of the articles in class.	What have we learnt
<ul> <li>Assist learners to publish the article in the class</li> </ul>	today?
magazine.	()
Assessment: let learners publish articles in the class magazine.	$\sim$
	Review the lesson with
	learners
	<ul> <li>Assist learners to publish the article in the class magazine.</li> <li>Assessment: let learners publish articles in the class magazine.</li> <li>Let learners read some of the articles in class.</li> <li>Assist learners to publish the article in the class magazine.</li> <li>Assessment: let learners publish articles in the class</li> </ul>

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