

TERM TWO
BASIC THREE
WEEK ELEVEN

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WEEKLY SCHEME OF LEARNING- WEEK ELEVEN

BASIC THREE

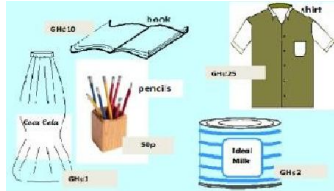
Name of School.....


Week Ending			
Class		Three	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B3.1.7.1.3 B3.2.7.1.2. B3.4.5.1.4. B3.5.6.1.1 B3.6.1.1.1	
Performance Indicator		A. Learners can share facts from information texts heard with a partner, groups or the teacher Learners can B. Learners can ask and answer factual, inferential and vocabulary level-appropriate texts C. Learners can copy various sentences, verses and words of songs legibly (writing should be bold and clear D. Learners can identify qualifying words E. Learners can read a variety of age and level-appropriate books and summarise them	
Teaching/ Learning Resources		Word cards, sentence cards, letter cards, handwriting on a manila card and a class library.	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Read an information text aloud to learners using the KWL Strategy. • After the reading, have learners share what they have learned. Put learners	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>in groups to share facts from the text heard.</p> <p>Assessment: let learners</p>	
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Have learners brainstorm on the topic on which they will answer questions.</p> <ul style="list-style-type: none"> • Ask learners to read and answer simple pre-reading questions as you guide them. • Guide learners to ask and answer factual, inferential and vocabulary questions on the passage read <p>Assessment: let learners answer factual, inferential and vocabulary questions about level-appropriate texts</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C. WRITING</p> <p>Explain the writing activity selected, stressing the need for accuracy, clarity, etc</p> <ul style="list-style-type: none"> • As learners observe, demonstrate it. • Assign them to do the exercise. They may copy from the board and books. • Provide feedback after assessing learners' work. 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING CONVENTIONS AND GRAMMAR USAGE</p> <p>Provide sentences with simple adverbs for learners to identify. e.g. i. He walked quickly to the church. ii. She danced</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>beautifully. • Elicit other adverbs and provide practice</p> <p>Assessment: let learners can identify qualifying words in sentences</p>	
Friday	Engage learners to sing songs and recite familiar rhymes	<p>D.EXTENSIVE READING</p> <p>Using the Author's chair, introduce the reading/library time.</p> <ul style="list-style-type: none"> • Have a variety of age/level-appropriate books for learners to make a choice from. • Introduce narratives, expository, procedural texts to learners. • Guide learners to select books for readings <p>Assessment: let learners read a variety of age and level-appropriate books and summarise them</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending								
Class		Three						
Subject		MATHEMATICS						
Reference		Mathematics curriculum Page						
Learning Indicator(s)		B3.1.4.1.1						
Performance Indicator		Learners can use different denominations of money (1,2, 5, 10, 20, 50 cedis notes an pesewas coins) to buy and give change						
Strand		Number						
Sub strand		Fractions						
Teaching/ Learning Resources		Counters						
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving. Critical Thinking and Problem Solving.								
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)					
Monday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be. 2 - Two pair, two pair come pair let us pair 3 - Turn around 4 - Follow me 5 - Fire	Solve word problems involving money including 1,2, 5, 10 and 20 cedi denominations and giving change Display a chart with items and their prices as in the example below  Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case	Review the lesson with Learners Assessment: have learners to practice with more examples					
		<table><tr><td></td><td>Shopping money</td><td>Items to buy</td><td>Change to receive</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>			Shopping money	Items to buy	Change to receive	
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		<table> <tr> <td>1.</td><td>GH¢100</td><td>3 shirts</td><td></td></tr> <tr> <td>2.</td><td>GH¢50</td><td>4 books</td><td></td></tr> <tr> <td>3.</td><td>GH¢5</td><td>8 pencils</td><td></td></tr> <tr> <td>4.</td><td>GH¢10</td><td>4 bottles coca cola</td><td></td></tr> <tr> <td colspan="4"></td></tr> </table>	1.	GH¢100	3 shirts		2.	GH¢50	4 books		3.	GH¢5	8 pencils		4.	GH¢10	4 bottles coca cola						
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Tuesday	<p>Sing songs like:</p> <p>I'm counting one, what is one</p> <p>1 - One is one alone, alone it shall be.</p> <p>2 - Two pair, two pair come pair let us pair</p>	<p>Solve word problems involving money including 1, 2, 5, 10 and 20 cedi denominations and giving change</p> <p>Display a chart with items and their prices as in the example below</p>  <p>Ask learners to copy and complete the table (based on items and their prices in the picture and find the change to receive in each case</p> <table> <tr> <th></th><th>Shopping money</th><th>Items to buy</th><th>Change to receive</th></tr> <tr> <td>1.</td><td>GH¢100</td><td>3 shirts</td><td></td></tr> <tr> <td>2.</td><td>GH¢50</td><td>4 books</td><td></td></tr> </table>		Shopping money	Items to buy	Change to receive	1.	GH¢100	3 shirts		2.	GH¢50	4 books		<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>								
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		3. GH¢5	8 pencils		
		4. GH¢10	4 bottles coca cola		
Wednesday	Sing songs like: I'm counting one, what is one 1 - One is one alone, alone it shall be.	Find how many different ways the notes ¢1, ¢2 ¢5, ¢10 and ¢20 can be used to make ¢30 Find how many different ways the notes ¢5, ¢10 and ¢20 can be used to make ¢50	Review the lesson with Learners 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.	E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations	Review the lesson with Learners 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. 2 - Two pair, two pair	E.g. 2. Solve word problems involving money including 1,2, 5, 10, 20, 50 cedi denominations	Review the lesson with Learners Assessment: have learners to practice with more examples		

Week Ending			
Class		Three	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B3.4.1.2.2	
Performance Indicator		Learners can know the everyday uses of heat	
Strand		FORCES AND ENERGY	
Sub strand		SOURCES AND FORMS OF ENERGY	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Review previous lesson on heat energy and ask learners to cite everyday uses of heat energy in the home. e.g. for ironing, food preparation and preservation, heating of water. • Through think-pair-share, ask learners to mention one application of the use of heat energy by the following professions, farmers, nurses, hair dressers, blacksmiths, tailors and seamstresses. Assessment: let learners mention the everyday uses of heat	What have we learnt today? Ask learners to summarize the important points of the lesson

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Ask learners to explain why farmers need heat.</p> <p>Assessment: let learners mention the everyday uses of heat</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the important points of the lesson</p>
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Week Ending			
Class		Three	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B3.3.4.1. 2.	
Performance Indicator		Learners can identify moral lessons of the lives of the religious leaders	
Strand		OUR BELIEFS AND VALUES	
Sub strand		Being a Leader	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Learners talk about how they can apply the moral lessons they learnt from the lives of the religious leaders in their daily lives Assessment: let learners identify moral lessons of the lives of the religious leaders	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	Learners role play the moral lives of the religious leaders. Assessment: let learners identify moral lessons of the lives of the religious leaders	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Three	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B3.2.4.1.1	
Performance Indicator		Learners can identify the forts and castles built along the coast of Ghana	
Strand		My Country Ghana	
Sub strand		Major Historical Locations	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Tuesday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located. Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson
Thursday	Engage learners to sing songs and recite familiar rhymes	Match these forts and castles with where they can be located. Visit any of these facilities to model any fort and castle Assessment: let learners identify the forts and castles built along the coast of Ghana	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Three	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B3.3.1.3.1	
Performance Indicator		Learners can dance for 10 minutes with music	
Strand		PHYSICAL FITNESS	
Sub strand		AEROBIC CAPACITY	
Teaching/ Learning Resources		cones	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Learners jog round a demarcated area in files while singing and clapping to warm-up the body for maximal performance and to prevent injuries	Learners perform a 10 minute dance with music at their own pace for recreation and improvement of their physical fitness	What have we learnt today? Use answers to summarise the lesson.

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Week Ending			
Class		Three	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B3.3.1.1.1	
Performance Indicator		Learners can describe the youthful lives of the leaders of the three major religions in Ghana.	
Strand		Religious Leaders	
Sub strand		The Youthful Life of the Leaders of the three Major Religions	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Friday	Engage learners to sing songs and recite familiar rhymes	<p>In groups, let learners talk about the occupations of the religious leaders.</p> <ul style="list-style-type: none">- The Lord Jesus Christ as a carpenter,- The Holy Prophet Muhammad (S.A.W) as a businessman- A Traditional Religious Leader, e. g. Egya Ahor as a farmer. <p>• In groups, let learners write short paragraphs on the occupational lives of the religious leaders and present to class for discussion.</p> <p>Assessment: let learners can describe the youthful lives of the leaders of the three major religions in Ghana</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Three	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B3 2.3.4.1	
Performance Indicator		Learners can plan a display of own performing artworks to share creative experiences based on ideas that reflect the history and culture of people in other African communities	
Strand		PERFORMING ARTS	
Sub strand		Displaying and Sharing	
Teaching/ Learning Resources		Pictures	
Core Competencies: Creativity and Innovation Communication and Collaboration Personal Development and Leadership Critical Thinking and Problem Solving.			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
Monday	Engage learners to sing songs and recite familiar rhymes	Learners are to: ☐ watch a short video or live performances that reflect the history and culture of other African communities; ☐ discuss the need for performing compositions of own music, dance, drama, etc.;	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	Learners are to: plan a display of own music, dance and drama compositions to share ideas, educate and inform the public on the history	What have we learnt today? Ask learners to summarize the main points in the lesson

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		<p>and culture of people in other parts of Africa.</p> <p>Assessment: let learners display their own performing artworks</p>	
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Learning Indicator (s) (Ref. No.)		B3.5.5.1.1 Recognise postpositions in sentences B3.5.5.1.2 Explore the use of postpositions such as above and below in sentences.	
Performance Indicators		<ul style="list-style-type: none">• The learner should recognise postpositions in sentences• The learner should explore the use of postpositions such as above and below in sentences.	
Week Ending			
Reference		Ghanaian Language curriculum	
Subject		GHANAIAN LANGUAGE	
Teaching/ Learning Resources		Manila cards, markers, recorded audios visual	
Core Competencies: Communication and collaboration Personal development and leadership			
DAYS	PHASE 1: STARTER 10 MINS (Preparing The Brain For Learning)	PHASE 2: MAIN 40MINS (New Learning Including Assessment)	PHASE 3: REFLECTION 10MINS (Learner And Teacher)
	Engage leaners to sing songs and recite familiar rhymes	<ul style="list-style-type: none">• Let learners mention names of objects in the classroom and the environment.• Use postposition to form simple sentences on a card.• Lead learners to read the sentences aloud.• Let learners read the sentences in turns.• Encourage learners to recognise postpositions in sentences.• Let learners write the postpositions in their books. Assessment: let learners identify postpositions in sentences	What have we learnt today? Review the lesson with learners

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	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Use postposition in simple sentences. • Lead learners to explore the use of postpositions such as above and below in sentences. • Put learners into groups and let them form a given number of sentences using the postpositions “above” and “below.” • Let learners read aloud their sentences to the class and discuss the sentences with learners. <p>Assessment: let learners use postpositions such as above and below in sentences.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Let learners mention names of objects in the classroom and the environment. • Use postposition in simple sentences. • Lead learners to explore the use of postpositions such as above and below in sentences. • Put learners into groups and let them form a given number of sentences using the postpositions “above” and “below.” • Let learners read aloud their sentences to the 	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

		<p>class and discuss the sentences with learners.</p> <p>Assessment: let learners use postpositions such as above and below in sentences.</p>	
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