

TERM TWO

BASIC FOUR

WEEK ONE

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WEEKLY SCHEME OF LEARNING- WEEK ONE

BASIC FOUR

Name of School.....

Week Ending			
Class		Four	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B4.1.6.3.1 B4.2.6.2.1 B4.3.2.1.5. B4. 4.9.1.1 B4.5.4.1.2. B4.6.1.1.1.	
Performance Indicator		A. Learners can engage in collaborative conversation on topics such as myself, family, personalities etc. with peers. B. Learners can develop a rich vocabulary stock through extensive reading of age-appropriate texts C. Learners can identify and use interrogative determiners “which, whose”– to find out about specific persons or objects D. Learners can select a topic of choice on issues in the immediate environment, brainstorm and organise ideas before writing E. Learners can demonstrate the use of the simple past form in speech and in writing to express past conditions F. Learners can read a variety of age- and level appropriate books and present a-two-paragraph summary of each book read	
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)
Tuesday	Engage learners to sing songs and recite familiar rhymes	A. ORAL LANGAUGE Model describing yourself: e.g. name, physical	What have we learnt today?

		<p>features, character, likes and dislikes etc.</p> <ul style="list-style-type: none"> • Guide learners with appropriate questions to give oral descriptions of themselves. • Select and describe a family member using relevant vocabulary. • Guide learners with questions and other activities, to mention the name of the Regional Minister for the region in which their school is located. • Have learners mention names of personalities in politics such as the Ministers for Education, Health, Agriculture, etc. • Through questions and answers have learners talk about the roles and duties of these ministers. • Individually, ask learners to talk about their favourite personalities in sports, music, and mention their characteristics, and what they like about the personalities mentioned. <p>B.READING Introduce learners to a variety of story books and vocabulary portfolios and stress the need to build and use the new vocabulary in sentences.</p> <ul style="list-style-type: none"> • Display some of the vocabulary in class, on your word trees and in sentences. Have learners work in pairs, individually and in groups, to do same. 	<p>Ask learners to summarize the main points in the lesson</p>
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		<ul style="list-style-type: none"> • Guide learners to make meaning from the context in which words have been used. <p>Assessment: Let learners use the words in sentences</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	<p>C.GRAMMAR</p> <p>Present several examples in context and explain their use.</p> <ul style="list-style-type: none"> • Have learners identify them in sentences and short texts. • Let them use the interrogatives in their own sentences <p>Assessment: Let learners use interrogative determiners “which, whose” to form sentences</p>	<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</p> <p>Take learners through the Prewriting stage process</p> <p>Assessment: Put learners in groups of four (4). Each member suggests a topic, identify the purpose, audience and the context of the piece.</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
Friday		<p>E.WRITING CONVENTION</p> <p>Learners in pairs plan what they will do during the next weekend.</p> <ul style="list-style-type: none"> • They put their plan into writing using modal auxiliaries 	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment: Let learners demonstrate the use of the simple past form in speech and in writing to express past conditions</p>	
Friday	Guide learners to choose and read books during the library period	<p>E.EXTENSIVE READING Guide learners to choose and read independently books of their choice during the library period.</p> <ul style="list-style-type: none"> • Learners think-pair-share their stories with peers. • Ask each learner to write a-two-paragraph summary of the book read. • Invite individuals to present their work to the class for feedback <p>Assessment: Ask each learner to write a-two-paragraph summary of the book read</p>	Have learners to tell what they read to the whole class

Week Ending			
Class		Four	
Subject		MATHEMATICS	
Reference		Mathematics curriculum Page	
Learning Indicator(s)		B4.1.2.6.1	
Performance Indicator		Learners can solve multi-step word problems involving the four basic operations	
Strand		Number	
Sub strand		Number Operations	
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)
Tuesday	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be. 4 - Follow me 5 - Fire	Learners model mathematical statements from a given word problem involving addition and multiplication and solve using the strategies learnt	Review the lesson with Learners Assessment: have learners to practice with more examples
Wednesday	Sing songs like: I’m counting one, what is one 1 - One is one alone, alone it shall be.	Learners model mathematical statements from a given word problem involving division and subtraction and solve using the strategies learnt	Review the lesson with Learners Assessment: have learners to practice with more examples
Thursday	Sing songs like: I’m counting one, what is one	Learners role play a given word problem involving addition and multiplication and solve Learners role play a given word problem involving	Review the lesson with Learners Assessment: have learners to practice with more examples

		subtraction and division and solve	
Friday	<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>3 - Turn around</p> <p>4 - Follow me</p> <p>5 - Fire</p>	<p>Learners model mathematical statements from a given word problem involving division and multiplication and solve using the strategies learnt</p> <p>The relationship between operations and the use of calculator and spreadsheet to assess the reasonableness of answers should be stress,</p>	<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>

Week Ending			
Class		Four	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B4.2. 2.1.1	
Performance Indicator		Learners can observe, identify and give the functions of the parts of a plant	
Strand		CYCLES	
Sub strand		LIFE CYCLES OF ORGANISMS	
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)
Thursday	Engage learners to sing songs and recite familiar rhymes	Learners, in groups, uproot young plants from the school surroundings for a class activity. <ul style="list-style-type: none">• Learners observe, identify and give functions of parts of the plants (roots, stem, leaves and flower) Learners draw annotated diagrams of the plants and display them in class. <ul style="list-style-type: none">• Learners relate the functions of the parts to their positions on the plant. Assessment: Let learners give the functions of the parts of a plant	What have we learnt today? Ask learners to summarize the important points of the lesson

Week Ending			
Class		Four	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B4.2.1.3 .1.	
Performance Indicator		Learners can describe the sun as the source of light and heat to the earth	
Strand		ALL AROUND US	
Sub strand		The Environment and the Weather	
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	<p>Learners discuss the sun as the ultimate source of energy and life on earth and learn more facts about the sun: it is a star, it is at the centre of the solar system, the earth moves round the sun, the sun is 149.6 kilometers from the earth, it is over one million times bigger than the earth.</p> <div></div> <div><p>Learners conduct the above experiment or engage in other activities to show how we get light and heat from the sun.</p></div>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

		<p>Assessment:</p> <p>Let learners describe the sun as the source of light and heat to the earth</p>	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners talk about some of the ways they can protect themselves against sun rays: use umbrella, do not wear heavy clothes, do not wear black and red cloths, wear white, cream, sea blue clothes on sunny days to reflect the heat.</p> <p>Learners reflect on human activities that can lead to increase in the sun's heat on the earth</p> <p>Assessment:</p> <p>Let learners write some of the ways they can protect themselves against sun rays:</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Four	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B4.2.1.1.1	
Performance Indicator		Learners can recognise the need to take active part in worship	
Strand		Religious Practices and their Moral Implications	
Sub strand		Religious Worship, Prayer and other Religious Practices	
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	Together with learners, discuss why we worship God: to draw closer to God, to communicate with God, to show obedience to God, etc. • In groups, learners should recognise the need to take active part in worship Assessment: Let learners explain why we need to take active part in worship	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Four	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B4.1.4.1.1	
Performance Indicator		Learners can describe the history of Ghana’s major historical locations	
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 where could these historical locations be found? When were they built? Who built them? Why were they built?	With the use of internet, identify the major historical locations in Ghana (where they are located, who built them when and why they were built). Assessment: Let learners identify the major historical locations in Ghana where they are located and who built them	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	Explain some of the uses to which these historical locations have been put since they were built. Assessment:	What have we learnt today? Ask learners to summarize the main points in the lesson

		Let learners explain some of the uses to which these historical locations have been put since they were built.	
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Week Ending			
Class		four	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B4. 1.1.1.3	
Performance Indicator		Learners can generate ideas by studying visual artworks created by selected Ghanaian visual artists that reflect the natural and manmade environments of some communities in Ghana	
Strand		Visual Arts	
Sub strand		Thinking and Exploring Ideas	
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Learners are to: select artworks of some Ghanaian visual artists that show aspects of the natural and manmade environments; ☐ observe the artworks in detail and describe the ideas that make up the artworks Assessment Learners are to: assess the artworks by comparing their size, purpose, colours, ideas expressed, etc	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		four	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B4.1.2.1.5.	
Performance Indicator		Learners can moving, selecting and hiding multiple icons on the desktop	
Strand		WORD PROCESSING	
Sub strand		INTRODUCTION TO MS-WINDOWS INTERFACE	
Teaching/ Learning Resources		Laptop	
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)
Wednesday	Engage learners to sing songs and recite familiar rhymes	Guide learners to move, select and hide icons on the desktop. Assessment: Let learners move, select and hide icons on the desktop.	What have we learnt today? Ask learners to summarize the main points in the lesson

Week Ending			
Class		Four	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B4.1.2.1.1	
Performance Indicator		Learners can perform movement skill with one hand or one foot and compare with movement skill with two hands and two feet.	
Strand		MOTOR SKILL AND MOVEMENT PATTERNS	
Sub strand		LOCOMOTOR, MANIPULATIVE AND RHYTHMIC SKILLS	
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 movement skills such as dribbling in handball with one hand or foot and compared with performing movement skills with two hands and two feet.	What have we learnt today? Use answers to summarise the lesson.

Learning Indicator (s) (Ref. No.)		B4.1.6.1.1 Narrate any interesting experiences in life. B4.1.6.1.2 Respond/react to other peoples’ stories or narratives.	
Performance Indicators		<ul style="list-style-type: none">• The learner should narrate any interesting experiences in life.• The learner should respond/react to other peoples’ stories or narratives.	
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">• Ask learners to mention some traditional plays they know.• Ask learners to sing the songs associated with the plays.• Give an account of any interesting experience you have had in life as a teacher.• Discuss the narrated experience with learners.• Allow learners to also narrate any interesting experience they have had in life. Assessment: let learners narrate any interesting experiences in life.	<p>What have we learnt today?</p> <

	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Ask learners to mention some traditional plays they know. • Ask learners to sing the songs associated with the plays. • Give an account of any interesting experience you have had in life as a teacher. • Discuss the narrated experience with learners. • Allow learners to also narrate any interesting experience they have had in life. <p>Assessment: let learners narrate any interesting experiences in life.</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 narrate their experiences in life (it could be an experience at the hospital, school, home or the playing field). • Discuss the experience narrated with learners. • Let learners express their views on the experiences narrated. • Lead learners to recognise the various positive reactions to other people's experiences <p>Assessment: let learners respond/react to their group leader's stories or narratives.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

