

TERM TWO

BASIC FIVE

WEEK EIGHT

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WEEKLY SCHEME OF LEARNING- WEEK EIGHT

BASIC FIVE

Name of School.....

Week Ending			
Class		Five	
Subject		ENGLISH LANGUAGE	
Reference		English Language curriculum Page	
Learning Indicator(s)		B5.1.7.1.4. B5.2.7.1.4. B5.3.3.1.1 B5.4.10.1.1 B5.5.4.1.3. B5.6.1.1.1	
Performance Indicator		A. Learners can use background understand and build new knowledge while listening to drama B. Learners can read level-appropriate texts silently C. Learners can identify and use Possessive pronouns to show possession, e.g. mine, ours etc D. Learners can create settings, characters and at least one plot in a narrative text, using appropriate linking words within and across paragraphs to aid cohesion, and using simple literary devices, e.g. direct speech E. Learners can use past perfect in speech and in writing F. Learners can read a variety of age- and level appropriate books and present at least a three-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)
Monday	Engage learners to sing songs and recite familiar rhymes	Have learners listen to a drama. • Learners in groups identify, discuss and relate	What have we learnt today?

		<p>the plot of the drama to a familiar text.</p> <ul style="list-style-type: none"> • Have learners listen to the drama a second time. <p>ASSESSMENT: In groups, learners share what they have learnt in the text.</p>	<p>Ask learners to summarize the main points in the lesson</p>
Tuesday	Engage learners to sing songs and recite familiar rhymes	<p>B.READING</p> <p>Revise the Before Reading, During Reading and After Reading strategies introduced to learners.</p> <ul style="list-style-type: none"> • Provide appropriate texts and ensure that the strategies are used. <p>ASSESSMENT: let learners read level-appropriate texts silently and closely for comprehension</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.GRAMMAR</p> <p>Introduce possessive pronouns with examples in sentences.</p> <ul style="list-style-type: none"> • Discuss the possessive pronouns with learners. • Provide a passage and group learners to identify, possessive pronouns and use the pronouns identified in sentences. <p>ASSESSMENT: let learners identify and use Possessive pronouns to show possession, e.g. mine, ours etc</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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Thursday	Engage learners to sing songs and recite familiar rhymes	<p>D.WRITING</p> <p>Revise the stages of the writing process with learners. E.g. prewriting, writing, revising, editing and publishing.</p> <ul style="list-style-type: none"> • Guide learners through the process to write about real or imagined experiences or events. E.g. personal narrative <p>Writing stage</p> <ul style="list-style-type: none"> • Learners then revise their first draft by ensuring the writing has a beginning, middle and ending. • Learners should ensure they have used descriptive words. They have written about what they saw, heard, smelled, tasted and touched. <p>Revising: checklist for narrative writing</p> <ol style="list-style-type: none"> Does my essay have beginning, middle and ending? Have I used descriptive words? Are my ideas/events arranged in the order in which they occurred? Does my narrative sound natural? Do I express how I feel about what happened? <p>Editing</p> <ul style="list-style-type: none"> • Have learners use the checklist above to edit their first draft for the conventions of punctuation, capitalisation, spelling and grammar. <p>Publish</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
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		<ul style="list-style-type: none"> • Have learners share their work with peers. • Discuss personal narrative with learners <p>ASSESSMENT: let learners create settings, characters and at least one plot in a narrative text</p>	
	Engage learners to sing songs and recite familiar rhymes	<p>E.WRITING CONVENTION AND GRAMMAR USAGE Discuss the narration and have learners identify sentences that are in the simple past and those in the past perfect.</p> <ul style="list-style-type: none"> • Put learners in groups to write their own narratives on a given topic making use of both simple past and past perfect sentences. • Have groups share their work with the class <p>ASSESSMENT: let learners use past perfect in speech and in writing</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>
	Guide learners to choose and read books during the library period	<p><u>E.EXTENSIVE READING</u> Have learners 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-three 	Have learners to tell what they read to the whole class

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		<p>paragraph summary of the book read.</p> <ul style="list-style-type: none"> • Invite individuals to present their work to the class for feedback <p>ASSESSMENT: let learners read a variety of age- and level appropriate books and present at least a three-paragraph summary of each book read</p>	
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Week Ending	
Class	Five
Subject	MATHEMATICS
Reference	Mathematics curriculum Page
Learning Indicator(s)	B5.2.1.1.2 B5.2.1.1.3
Performance Indicator	Learners can describe, orally or in writing, a given pattern, using mathematical language, such as one more, one less, five more, and one more than or less than twice, etc. Learners can predict subsequent elements in a given pattern
Strand	2. ALGEBRA
Sub strand	1: Patterns and Relationships
Teaching/ Learning Resources	Counters

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	<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>Lines are drawn to intersect two lines in each diagram and the number of points of intersection are counted to form a sequence. Ask learners to tabulate your results for the next four terms in the sequence and complete the table Find the rule for lines</p> <div></div> <table border="1"><tr><td>Number of lines</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Intersections</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table> <p>Guide learners to describe the relationship as “intersection is one less number of lines”</p>	Number of lines	1	2	3	4	5	Intersections	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of lines	1	2	3	4	5										
Intersections	1	2													

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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</p>	<p>Consider a design on the wall is being made using square tiles of size 10cm by 10cm</p> <div></div> <p>Ask learners to find the number of joints made by the tiles if one, two, three, four</p> <table><tr><td>Number of joints</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Intersections</td><td>0</td><td>1</td><td></td><td></td><td></td></tr></table>	Number of joints	1	2	3	4	5	Intersections	0	1				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of joints	1	2	3	4	5										
Intersections	0	1													
Wednesday	<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>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <div><p>= What are the next two terms and what is the pattern?</p><p>2, 4, 6, 8, 10, 12, ...</p><p>+2 +2 +2 +2 +2 +2 +2</p><p>Two must be ADDED to the previous TERM</p><p>3, 6, 9, 12, 15, 18, ...</p><p>+3 +3 +3 +3 +3 +3</p><p>Three must be ADDED to the previous TERM</p></div> <p>Ask learners to complete the table below for the number of match sticks used in this geometric pattern. Guide learners to describe the relationship</p> <div></div> <p>Pattern 1 Pattern 2 Pattern 3</p>	<p>Assessment: have learners to practice with more examples</p>												
Thursdays	<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>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table><tr><td>Number of triangles</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of match sticks</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													
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>Ask students to respond to find the next two terms in a pattern and state the rule for the pattern</p> <table><tr><td>Number of triangles</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Number of match sticks</td><td>1</td><td>2</td><td></td><td></td><td></td></tr></table>	Number of triangles	1	2	3	4	5	Number of match sticks	1	2				<p>Review the lesson with Learners</p> <p>Assessment: have learners to practice with more examples</p>
Number of triangles	1	2	3	4	5										
Number of match sticks	1	2													

Week Ending			
Class		Five	
Subject		SCIENCE	
Reference		Science curriculum Page	
Learning Indicator(s)		B5.4.1.1.1	
Performance Indicator		Learners can explain how energy is transformed from one form to another	
Strand		4: FORCES AND ENERGY	
Sub strand		1: 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	Explore learners’ previous knowledge on the forms of energy (e.g. Electrical, heat, light, sound). • Use some common devices (e.g. torch, radio, television, etc.) to demonstrate transformation of energy. • Learners discuss energy transformations that take place in the school, e.g. ringing of bell, beating of gong-gong, drumming, etc. ASSESSMENT: let learners explain how energy is transformed from one form to another	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	<ul style="list-style-type: none"> • In groups, learner's identify other forms of energy transformations in the school community and present their findings for discussion in the class. • Learners design a flow chart to explain how energy from the sun is transformed into energy for walking. <p>ASSESSMENT: let learners explain how energy is transformed from one form to another</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		Five	
Subject		OUR WORLD OUR PEOPLE	
Reference		Our World Our People curriculum Page	
Learning Indicator(s)		B5.3.4.1.1	
Performance Indicator		Learners can describe the key events in the Ministry of the leaders of the three religions	
Strand		3: 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 describe the key events associated with the ministry of the leaders of the three main religions: i. The Lord Jesus Christ–Baptism, temptation, call of the disciples, teaching, etc. ii. The Holy Prophet Muhammad (S.A.W.) – call, triumphant entry to Makkah etc. iii. Traditional Leader– training, teaching, etc. In groups, learners role-play some aspects of the Ministry of: a. The Lord Jesus Christ b. The Holy Prophet Muhammad c. A Traditional Religious Leader	What have we learnt today? Ask learners to summarize the main points in the lesson

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		ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions	
Thursday	Engage learners to sing songs and recite familiar rhymes	<p>Learners in groups to identify the significant roles by the religious leaders their ministries: obedience; commitment; patience, leadership, sacrifice etc.</p> <p>In groups, learners dramatise portions of the scripture that depict moral lessons, e.g. submissiveness, humility, loyalty, etc., and how they can emulate such values as individuals.</p> <p>ASSESSMENT: let learners describe the key events in the Ministry of the leaders of the three religions</p>	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

Week Ending			
Class		Five	
Subject		RELIGIOUS AND MORAL EDUCATION	
Reference		RME curriculum Page	
Learning Indicator(s)		B5.3.1.1.1	
Performance Indicator		Learners can describe the key events in the ministry of the leaders of the three religions.	
Strand		Religious Leaders	
Sub strand		Ministry of the Leaders of the Three Major Religions in Ghana	
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	In groups, let learners role play some aspects of the ministry of: - The Lord Jesus Christ, - The Holy Prophet Muhammad and - A Traditional Religious Leader ASSESSMENT: let learners describe the key events in the ministry of the leaders of the three religions	What have we learnt today? Ask learners to summarize the main points in the lesson

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Week Ending			
Class		Five	
Subject		HISTORY	
Reference		History curriculum Page	
Learning Indicator(s)		B5.5.1.1.1	
Performance Indicator		Learners can identify the early protest movements in Ghana before 1945.	
Strand		Journey to Independence	
Sub strand		Early Protest Movements	
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	Discus the sequence of events that led to the formation of these movements. - Aborigines Rights Protection Society (ARPS) 1897 - ASSESSMENT: let learners identify the early protest movements in Ghana before 1945	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	Discus the sequence of events that led to the formation of these movements. - Aborigines Rights Protection Society (ARPS) 1897 – ASSESSMENT: let learners identify the early protest	What have we learnt today? Ask learners to summarize the main points in the lesson

		movements in Ghana before 1945	
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Week Ending			
Class		Five	
Subject		CREATIVE ARTS	
Reference		Creative Arts curriculum	
Learning Indicator(s)		B5 2.4.6.2	
Performance Indicator		Learners can develop guidelines for appreciating and appraising own and others’ performing artworks that reflect the physical and social environment of some communities in Africa	
Strand		2: Performing Arts	
Sub strand		4: Appreciating and Appraising	
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	discuss and accept a guide for analysing and appreciating/appraising own and/or others’ compositions and performances on the guide guidelines suggested below; ☐ identify the correct vocabulary to use for appreciating and appraising music, dance and drama; ☐ agree on what to use the appraisal report for and how to share it; ☐ agree on the approach/method (manual/digital) to use in recording/documenting the appraisal process;	

		<p>Suggested guidelines</p> <p>☐ Music: theme, voice production and diction, harmony and blending of parts, interpretation, the elements and knowledge of music.</p> <p>☐ 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.</p> <p>☐ Drama: characterisation, makeup, gestures, voice projection, diction, use of space, aesthetics, creativity.</p> <p>ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks</p>	
Wednesday	Engage learners to sing songs and recite familiar rhymes	appreciating and appraising own and others' performing artworks that reflect the physical and social environment of some communities in Africa	<p>What have we learnt today?</p> <p>Ask learners to summarize the main points in the lesson</p>

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		ASSESSMENT: let learners develop guidelines for appreciating and appraising own and others' performing artworks	
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Week Ending			
Class		Five	
Subject		PHYSICAL EDUCATION	
Reference		PE curriculum Page	
Learning Indicator(s)		B5.2.5.2.1	
Performance Indicator		Learners can Distinguish between volleying and kicking and describe the similarities and differences	
Strand		Movement Concepts, Principles and Strategie	
Sub strand		Strategies	
Teaching/ Learning Resources		ball	
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	Volleying is when a ball is struck before it touches the ground. It is common in soccer, volleyball, tennis, cricket etc. Kicking is the act of striking a ball from the ground which is common in soccer. Learners practice the skill, observe and give them corrective feedback. Ensure that learners progress at their own pace.	End the lesson with cool down activities and use questions to summarise the lesson

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Week Ending			
Class		Five	
Subject		COMPUTING	
Reference		Computing curriculum Page	
Learning Indicator(s)		B5.6.2.1.1. B5.6.2.1.2 B5.6.2.1.3.	
Performance Indicator		Learners can explain what a web browser is and its use Learners can identify web browsers. Learners can demonstrate the use of MS-Internet Explorer	
Strand		Internet and social media	
Sub strand		2: WEB BROWSERS AND WEB PAGES	
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 understand the concept and use of browsers through practical lessons. Show interfaces or images of browsers to learners. Guide learners to list the various types of browsers e.g. Firefox, Internet Explorer, Chrome etc. through practical lessons or the use of pictures. Guide learners to launch MS-Internet Explorer and use the components (navigation, browse, etc.) ASSESSMENT: let learners demonstrate the use of MS-Internet Explorer	What have we learnt today? Ask learners to summarize the main points in the lesson

Learning Indicator (s) (Ref. No.)		B5.4.5.1.3 Write a simple argumentative essay on a given topic B5.4.6.1.1 Write articles for a journal and edit the articles.	
Performance Indicators		<ul style="list-style-type: none">• The learner should write a simple argumentative essay on a given topic• The learner should write articles for a journal and edit the articles.	
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">• Use controlled composition to write a simple argumentative essay on a cardboard.• Guide learners to write a simple argumentative essay on a given topic of about four paragraphs. ASSESSMENT: let learners write a simple argumentative essay on a given topic	What have we learnt today? <

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		<ul style="list-style-type: none"> • Discuss with learners what a journal is. • Talk to learners about types of journals. • Guide learners to write a simple article in their groups, and discuss in class <p>ASSESSMENT: let learners write articles for a journal.</p>	Review the lesson with learners
	Engage learners to sing songs and recite familiar rhymes	<ul style="list-style-type: none"> • Create a class journal. • Let learners write articles for their class journal. • Show learners a copy of an article. • Assist learners to edit the articles for their class journal by bringing out the features and structure of the article in the journal. <p>ASSESSMENT: let learners write articles for a journal and edit the articles.</p>	<p>What have we learnt today?</p> <p>Review the lesson with learners</p>

